



ACICS Application for Accreditation

Self – Study Narrative

Revised: May 1, 2013

All supporting documentation and exhibits referenced in this Self-Study Narrative must be maintained at the campus location for review by the accreditation visit team - *Do not submit your supporting documentation with this application.*

INSTITUTIONAL PROFILE

INSTITUTIONAL INFORMATION

Name: Everest College
Address: 825 Greenbrier Circle, Chesapeake, VA 23320
ACICS ID Code: 00016100

Campus Classification: Main Additional Location

If an additional location, please provide the following information:

Main Campus Name: Everest College
Main Campus Address 803 Diligence Drive, Newport News, VA 23693
Main Campus ID Code: 00011314

History of accreditation with ACICS and with other agencies:

Everest College is accredited by the Accrediting Council for Independent Colleges and Schools to award academic associates degrees and diplomas. The Pharmacy Technician program is accredited by the American Society fo Health-System Pharmacists.

The following is a list of state or other approvals:

- Approved and regulated by the State of Virginia by the State Council of Higher Education for Virginia.
- Approved for the training of Veterans and eligible persons under the provisions of Title 38, United States Code

Brief history of the institution:

The Chesapeake campus was established in February 1999 as Kee Business College. In April of 2007 the name was changed to Everest Institute. Upon receiving approval to offer degree programs, the name was changed to Everest College in May 2008. In February 2015 Everest College changed ownership under Zenith education Group to become a non-profit provider of education. The Everest College name remains after the transition and Everest College is located in Chesapeake, Virginia. All physical plant facilities are easily accessible to both day and evening students. The facility is in compliance with federal, state and local ordinances and regulations, including those relating to safety and health. The facility is designed for preparing students for the working world. The building has approximately 26,900 square feet including five lecture rooms, four computer laboratories, two medical laboratories, one dental laboratory with three operatories, a pharmacy technician lab, three electrical labs, three HVAC labs, library/resource center, administrative offices, two student lounges, a book room, and restrooms.

List of recent (past three years) complaints or adverse actions and current status: - Cindi Sheer is getting report

- April 21, 2014 - Student does not want to adhere to the dress code. Campus responded to her concern and was able to document outreach to the student.



- April 21, 2014 - Student had issues with accreditation and transfer credits. The campus worked with the student to try to address her concerns.
- October 20, 2014 - Student had issues with career Services and loan repayment. The campus responded addressing each of the student's issues.
- June 30, 2015 - Student had issues with Career Services and Placement. The campus responded addressing each of the student's issues.

List of contracts or agreements with other institutions or entities: (consortium agreements, articulation agreements, etc.)

CONSORTIUM AGREEMENT

The Everest consortium agreement enables students to attend a limited number of classes (a maximum of 49% of credit hours) at an Everest campus location other than their home campus. In addition, students nearing completion of their program of study may finish their degree at another Everest campus location through the consortium agreement (a minimum of 51% credit hours must be completed at the Home campus). Complete details on the Everest consortium agreement are available in the academic dean's office.

ARTICULATION AGREEMENT

Everest College currently does not have any articulation agreements with other institutions.

List of international activities:

Not Applicable.

Description and scope of distance education activities: Hybrid Fully Online

Participation in Federal Financial Aid Programs: Yes No

INSTITUTIONAL CHANGES

Description of major changes since the last institutional review in the following areas:

Management: Since the last institutional review, we have had turnover in the key management positions at the campus. This includes the campus president, director of admissions, academic dean, director of career services and director of student finance.

Change of Ownership: In February 2015, Zenith Education Group purchased the school from Corinthian Colleges, Inc. and transitioned it from a for-profit college into a dynamic nonprofit learning institution. The campus is now owned and operated by Zenith Education Group, Inc. (Zenith), a Delaware nonprofit corporation. Zenith's sole member is ECMC Group, Inc., a Delaware nonprofit corporation. Corporate offices for Zenith and ECMC Group are located at, 1 Imation Place, Building 2, Oakdale, MN 55128

Program offerings: Not Applicable

Curriculum: We are no longer enrolling in the following programs: Degree Programs: Accounting, Paralegal, Criminal Justice. Modular: Medical Insurance Billing and Coding.

Institutional delivery: Not Applicable

Other changes: Not Applicable



MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly, and simply stated in terms readily understandable by a prospective student, parents, the public, and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the *Accreditation Criteria*.

MISSION AND OBJECTIVES

1.1 How was the mission developed?

Everest's mission was initially developed by the campus personnel leadership from a number of the original Everest College campuses. As the campus has evolved, the board of directors, in partnership with the campus leadership teams, has adapted the mission to meet the needs of the changing world that we live in. The mission statement is continually being re-evaluated based on input from students, faculty, management, and advisory board committees.

1.2 State the institution's mission and supporting objectives.

MISSION

Everest is dedicated to the provision of an interactive learning environment created to support the professional career development of our students. The school was established to provide quality education and training designed to meet the needs of both students and employers. The school serves a diverse student population focusing on adults seeking to acquire the education and skills necessary to enter their chosen career field. To achieve this, the school is committed to excellence in the following areas:

- The utilization of effective technology and teaching methods.
- The presentation of relevant career focused educational programs.
- Ongoing collaboration with business, employers and professional associations in the design, delivery and evaluation of effective programs.
- The provision of career development support services to students and graduates which assists them in securing employment in their chosen field.

OBJECTIVES

THE ZENITH COMMITMENT TO STUDENTS

At Zenith Education Group, we are committed to operating with integrity and complying with laws, regulations, accreditation standards, policies and our company values. Upholding these commitments is essential to fulfilling our mission to help students succeed in their pursuit of an educational experience that prepares them for the workforce.

We commit to:

- Tell the truth about
 - Educational program content
 - Instructor qualifications
 - Program enrollment requirements



- Cost of education
 - Educational program financing options and obligations
 - Program completion rates
 - Verifiable and accessible job placement and salary information
 - Projected lifetime earnings versus the cost of the student's education
 - Be transparent with our students, each other, our regulators and the public regarding our
 - Ethical standards
 - Commitment to students
 - Program objectives and outcomes
 - Marketing and student recruiting initiatives and materials
 - Ongoing support for students' educational goals
 - Accreditation and regulatory compliance
 - Provide marketing and recruiting information and materials that are
 - Clearly written and understandable
 - Focused on the prospective student's career goals
 - Presented to suitable student prospects
 - Honest about the student's responsibilities that lead to completion and placement
 - Respectful of competing schools' programs
 - Be innovative through
 - Fostering an environment that supports creative educational approaches in support of program objectives and outcomes
 - Engaging our students and faculty in creating "learning laboratories" to test dynamic career education concepts
 - Continually learning and improving upon our innovative approaches
 - Reinvesting materially in enhancing student programs
 - Providing the student an affordable education
 - Develop transformative education models based on meaningful collaboration with
 - Students
 - Employees
 - Employers
 - Educators
 - Program Advisory Committees
 - Thought Leaders, Foundations and other Engaged Communities
- To assess industry trends continually and develop compatible classroom academic practices and experiential learning opportunities;
 - To develop curriculum programs that allow students the opportunity to master entry-level career skills;
 - To provide faculty who are professionally prepared to teach in a career-oriented environment;
 - To create an atmosphere of learning, partnership, trust, and support among students, administrators, and staff;
 - To provide students with opportunities for membership in supportive peer activities to encourage the development of self-sufficiency and leadership qualities; and
 - To provide career-long placement assistance.
- 1.2.1 Cite where it is found in the catalog.
- The mission statement and objectives(Commitment to Students) are shown on page one of the catalog.
- 1.2.2 Explain how the supporting objectives are devoted substantially to career-related education?



The scope and breath of the objectives delineate a commitment in offering educational programs that are designed to support students in securing employment in their chosen fields. Each objective aligns with that goal and articulate how technology, teaching methods, collaboration of the design and delivery of educational programs, as well as, the services provided to students and graduates reflect the commitment of the school to career related education.

- 1.2.3 Explain how the supporting objectives are reasonable for the program(s) of instruction, mode of delivery, and facilities of the campus?

The supporting objectives are reasonable for the programs of instruction and the mode of delivery in the ongoing effort to partner with businesses, employers and community organizations in the design, delivery and evaluation of the programs offered as well as the utilization of teaching methodology in the classroom. The campus facility offers the platform by which these objectives can be supported for students with respect to technology and other educational resources that the student needs in order to have a well-balanced experience during their program of study.

- 1.3 Explain how the faculty, financial resources, physical plant, administration, management, and educational activities contribute to the implementation of the institution's mission.

Everest College is dedicated to "Helping Students Succeed". Members of the staff and faculty work closely to contribute to this goal.

Faculty

Instructors are selected based on their credentials and experience in their respective fields. Many are professionals in their industries and bring real-life insight into the classrooms. Faculty professional development, which includes both in-service and field-specific activities, is required and monitored throughout the plan year. Student classroom evaluations, student surveys of campus operations, and classroom observations are conducted periodically.

Financial Resources

An annual campus budget is created with input from all departments for both ongoing and unique expenses. Each year's budget is planned with the goal of meeting the mission and objectives of the campus and the programs offered. The budget includes, but is not limited to, student activities, instructional resources, computer technology, staff and instructor compensation and facilities and equipment improvements.

Physical Plant

The campus is conveniently located in the Greenbrier location of Chesapeake just off of Highway 64. The campus has over 26,900 square feet containing classrooms, medical assisting laboratories, electrical technician and heating, ventilation and air conditioning (HVAC) laboratories, lecture rooms, administrative offices, student lounge, restrooms and a library containing computers, reference and reading materials related to the academic programs. Several classrooms are designed and equipped for laboratory instruction. Equipment used for training includes: personal computers, SmartBoards, printers, and medical laboratory equipment such as autoclave, microscopes, mannequins, sphygmomanometers, and EKG machines. Equipment for the pharmacy technician program also includes two Laminar Flo Hoods. Equipment for the HVAC program includes welding equipment, AC units and other materials used to teach the HVAC material. The electrical technician program includes wiring and pipe bending equipment.

Administration/Management

Campus management, along with divisional leadership and campus support center staff, works together to ensure that the college is in compliance with accreditation standards and state regulatory bodies and that staff and instructors are provided with the assistance, equipment and resources they need. Through continuous



research and cross checking, the management team ensures that students meet all the necessary requirements to earn the appropriate credential and are prepared for employment in their field of study.

Educational Activities

Instructors, staff and management work together to offer the student body a variety of educational activities. Events are held periodically to acknowledge academic excellence as an incentive to continue to achieve high grades and to build camaraderie among staff and students, reinforce the goals and objectives of the campus and unify efforts towards fulfilling the mission. Attendance, classroom participation and activities, externships, and community involvement are also recognized as important components of personal and professional career development.

- 1.4 What are the provisions for ensuring that the mission is subjected periodically to critical review by the administration and faculty to determine if the campus is fulfilling its educational mission and meeting the needs of the community?

Campus-wide and departmental goals and priorities are developed and monitored in light of the mission. Instructors, management, program advisory committee and individual departmental meetings provide a forum for discussion and critical review of course offerings, technology, processes and procedures and resources. Feedback from student evaluations and surveys of campus operations is used to help determine if the mission is being accomplished. Feedback from graduates and employers also helps to ascertain how well the campus is meeting its mission.

- 1.5 How do degree programs emphasize both the achievement of vocational objectives and general education?

The degree programs offered at the campus are comprised of a well-balanced curriculum that includes college core, major core and general education courses. The college core requirements provide students with a general background in skills that will be required within the broad field they are studying. Major core requirements provide the focus and specific vocational and practical skills required for their field of study. The general education courses within the degree programs broaden students' capacity to understand and succeed in the society in which they live.

- 1.6 Describe the administration's plans for any changes in the institution's mission and/or supporting objectives.

There are no plans to change Everest's mission; however, the mission is subject to regular review.

INSTITUTIONAL EFFECTIVENESS

- 1.7 How was the campus effectiveness plan (CEP) developed?

The campus effectiveness plan (CEP) is periodically monitored and revised by the college leadership team, and it serves to provide a vehicle for continuous assessment and improvement of our educational programs and processes to determine if there is a need for institutional change. Historical information is analyzed to establish performance baseline rates, set new performance goals for continued improvement and measure progress toward these goals. Where opportunities for improvement are identified, the leadership team develops appropriate strategies that are compliant with internal policies, regulatory bodies and accreditation standards. The CEP is a valuable resource for the leadership team and is regularly reviewed, adjusted, and modified to remain current and relevant to the demands of students and the goals of the college.

- 1.7.1 Who is responsible for implementing and monitoring the plan?

The campus effectiveness committee currently consists of the following individuals:

- Campus President
- Academic Dean
- Director of Admissions
- Director of Student Finance



- Director of Career Services

The campus president is ultimately responsible for implementation of the CEP. The committee is charged with carrying out the scheduling, reporting, and follow-up evaluation of the CEP initiatives and goals. The department heads are responsible for devising those goals and the methods to implement and report the results back to the committee.

- 1.8 What are the annual retention and placement rates for the campus, if applicable, for the past three years? (Provide the numbers used to calculate the rates, and explain as necessary.)

Year: 2012 Rate: 76.90% Retention / 52.7% Placement

Year: 2013 Rate: 77% Retention / 62% Placement

Year: 2014 Rate: 76% Retention / 60% Placement

Explanation (if necessary)

RETENTION			
	2012	2013	2014
Adjusted Enrollment	1262	1296	1344
Withdrawals	292	303	333
RETENTION RATE	76.9%	77%	76%

PLACEMENT			
	2012	2013	2014
Graduates	483	408	510
Placed In Field	215	211	247
Placed In Related Field	7	0	0
Waiver	62	45	197
Not Placed	199	131	166
PLACEMENT RATE	52.7%	62%	60%

The retention percentage and placement percentage is based on the ACICS formula as calculated in the Campus Accountability Report.

- 1.9 How do these annual retention and placement rates compare to prior rates, if applicable, and to rates at similar institutions?

The overall campus retention rate has increased year over year since 2010. This success can be attributed to the success of retention improvement activities implemented by the leadership at the campus. Continued efforts will be made to improve retention for 2015, and to meet or exceed the average retention rate of 70%.

Placement rates for the campus have fluctuated year over year. We have been able to achieve our positive placement results by creating an action plan and executing the plan to its fullest. We are continuing to focus on developing relationships between the career services team and the employers within the community and proactively preparing our students and graduates for their job search.

- 1.10 What are the campus' retention and placement goals for the next reporting year?

Retention: 72% Placement: 70%

- 1.10.1 What factors were taken into consideration when developing these goals?

The campus takes into consideration a number of factors when developing its retention and placement goals, including the ACICS benchmarks for retention and placement, historical performance and the expected outcomes of current improvement plans. When considering placement goals, careful attention is also given to



the current and projected economy trends, student demographics, and the number of graduates that plan to further continue their education.

- 1.11 Explain how the activities undertaken to meet the retention and placement goals enabled the campus to maintain or improve retention and placement outcomes over successive years?

Retention:

Retention rates have held steady over the past three years and this is due to a number of initiatives and activities that have been established and continue to be implemented. These include:

Academics

- A comprehensive orientation for new students based on the INSPIRE model has been enhanced to ensure that students are introduced to key members of their new support team. Aside from meeting department directors, the students are introduced to their student ambassador peers-who serve as a critical source of support as they transition to college life. Students are also introduced to their career representatives to start establishing the connection from day one.
- New students receive financial literacy coaching at the start of their program to ensure they receive the knowledge, skills, and support that leads to an understanding of basic financial concepts and life skills with respect to their new financial obligations.
- Instructors give daily updates to their respective education chair or lead instructors on student contact attempts, specifically those who are absent from class. The education chair or lead instructors hold instructors accountable for such attempts and coach/advise as needed.
- Tutoring is available for those students who wish to address academic deficiencies that might be evidenced in particular courses. A full-time instructor(s) as well as the Igniter Ambassador members are made available to provide these services. In any given term, 30 – 40 hours of tutoring services are provided.
- Full-time students, who earn a grade point average of at least 3.50 or 4.0, are recognized through the dean's list or president's list, respectively. The students are provided with individualized certificates to recognize their academic achievement.
- At-risk meetings are held daily. The president, department managers, academic dean, education chairs, and members from all of the departments within the campus convene to review students deemed at risk for various reasons (e.g., absences, poor academic progress, transportation problems, lack of payment, missing paperwork in financial aid, incomplete exit paperwork). Through these meetings, staff can work together to assist the student in addressing and resolving the presenting concerns. These meetings have yielded continued results of improved retention campus-wide.

Student Services

The campus president, academic dean, and ambassador chair are responsible for the coordination of a wide range of student services that have as a goal the improvement of long-term student retention and satisfaction with the College. Current programs that are supervised by this group are:

- Student round tables: These meetings are hosted on a regular basis as an informal forum for the students (day and night) to discuss issues, concerns, and positive changes with the campus president. The results to date have been very positive from both the students' and college's perspective. This is in part due to the campus president's follow-through with the feedback that is received. Through these meetings, the campus president has increased visibility with the students and reinforce his commitment to the "You Said – We Heard – We Did" motto endorsed by the campus.
- Student appreciation days: Appreciation days are held on a monthly basis. The campus president, academic dean, education chairs, and support staff are present during these events to interact and speak



with the students outside of the formal classroom. These monthly events have become very popular with the student body. The Igniter Ambassadors do a great job coming up with a variety of ideas/themes to keep the students engaged. One recent example of the student appreciation day event was the campus barbeque held on August 2013. All students were treated to a hot lunch and music during their break time. These appreciation days are also at times combined with other important events, including registration, survey completions, etc. Those opportunities are used to remind our students that we care about them and are here to provide them with the best student experience.

- **Student resource assistance:** The assistance offered is unstructured information and knowledge of resources within and outside the campus to assist students in solving academic and personal issues that impact their success. Examples of assistance provided include apartment location, child care locations, bus routes/schedules, tutorial labs, referral carpool services, referrals to outside agencies and GED testing. Resource guides are also made available to the students. These guides provide contact information for community services and agencies in the primary counties in which our students reside and are updated on a continuous basis. The student CARE Student Assistance program is another valuable tool that can be accessed 24/7 from any phone or computer. It provides access to assistance with childcare issues, domestic violence, family pressures and expectations, legal and financial challenges and more.
- **Community events:** This initiative is directed at the development of community involvement by our students and staff. Each month, there are different opportunities for such involvement through activities planned by the ambassadors as well as the different departments.
- **Igniter ambassador organization:** The ambassador organization is a great asset to the campus. This initiative was created in part to highlight students, who not only have strong academics, but who also a desire to serve the Everest community as a means of improving retention and student satisfaction. Ambassadors are the eyes and ears of the campus. They serve as our liaisons with the student body in addressing issues and concerns as well as providing solid guidance. In addition, ambassadors assist in coordinating campus functions, including student appreciation days, graduation ceremonies, community service events, fundraisers, and peer tutoring, to name a few. The current focus is on building the linear ambassador population to provide more longevity. The average number of ambassador's between 2010 and 2013 has been 35.

Placement:

Placement initiatives that have been, and continue to be, implemented include:

- Striving to place graduates at externship sites that hire or within 60 days of graduation. Weekly accountability meetings are held with career services, academics, and campus president as well as an enhanced partnership with academics to focus more specifically on the programs with lower placements rates.
- Five-minute classroom visits per week to bring visibility to the services available through career services as well as information about upcoming events.
- All eligible students for externship are given an externship location worksheet that allows the student to assist in locating a facility that they would like to complete the externship at, this also assist the student with networkwrking skills and add more real-world experience to their resumes.
- Regular evaluation of externship sites to determine which sites provide the most comprehensive experience to students. If sites are not meeting expectations, they are no longer used.
- Increasing the extern-to-hire ratio. Analyses of extern-to-hire rates are conducted to determine which sites hire externs most frequently and to identify the reasons behind these positive relationships. This serves as a basis for building new relationships with externship sites.



- Conducting monthly career services' workshops for students and graduates that cover professionalism, resume writing, interviewing skills and other relevant topics.
- Account representatives continue to network within the community in order to establish and maintain relationships with local employers.
- Regular job fairs and employer visits on the campus to enable local employers to familiarize themselves with the students and the facilities.
- Daily monitoring of placement activities by the director of career services and campus president. Tracking performance increases the visibility of departmental and individual performance. Successes are celebrated and timely training, coaching and corrective action is provided as deemed appropriate. These retention and placement improvement activities will continue to be monitored, evaluated and modified as a means of ensuring campus effectiveness.

1.12 What data are utilized to evaluate the following elements:

a. Level of graduate satisfaction

Graduate surveys are distributed 60 days after a student has graduated and been placed in their field. The career services department tracks and summarizes the feedback data. The results and the data are then shared with the campus administration.

b. Level of employer satisfaction

Employer surveys are distributed and collected 60 days after graduates are hired. The career services department tracks and summarizes the feedback, which is then shared with the campus administration.

c. Student learning outcomes

Cumulative grade point averages are collected and reviewed for all programs, and capstone course performance is reviewed for terms in which the courses are offered.

1.12.1 Explain how the data is collected and used to improve educational processes for the following elements:

a. Satisfaction of graduates

Graduate surveys provide a means for direct feedback to the campus about the level of satisfaction from these key stakeholders. The feedback received is summarized and analyzed to determine overall satisfaction levels and implement improvement strategies where needed. Recommendations or suggestions made by graduates are considered and shared with other interested parties to determine if a recommendation or suggestion is necessary and feasible.

b. Satisfaction of employers

Employer surveys provide a means for direct feedback to the campus about the level of satisfaction from these key stakeholders. The feedback received is summarized and analyzed to determine overall satisfaction levels and implement improvement strategies where needed. Program advisory committee feedback is also used to help measure graduate and employer satisfaction. Meeting minutes are taken and reviewed by campus leadership. Recommendations or suggestions made by employers are considered and shared with other interested parties to determine if a recommendation or suggestion is necessary and feasible.

c. Student learning outcomes

Grades and grade point averages are collected and reviewed for all programs to measure student progress and to determine trends for addressing issues that are identified as a result of grading trends, and capstone grades are collected and reviewed.

1.13 How is the campus effectiveness plan evaluated?



The campus effectiveness plan (CEP) is evaluated by the campus effectiveness committee, who reviews the data, goals and improvement plans to determine whether they are appropriate and consistent with accreditation requirements. Special emphasis is placed upon the relationship between the CEP goals and initiatives and the campus retention and placement rates.

1.13.1 What is the schedule for evaluation?

The CEP is formally evaluated and updated at least once a year and a mid-year review is conducted to assess progress. Currently, the formal evaluation occurs in early September/October and after the campus accountability report has been submitted for the latest fiscal year. Mid-year review is scheduled to occur in the March/April timeframe. Campus administration meetings also include discussion and follow up on various elements of the CEP. The meetings are conducted on a regular basis throughout the year.

ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly implement the stated educational objectives of the institution. In responding to the questions below, please consult Sections 3-1-200 through 3-1-203 of the *Accreditation Criteria*.

2.1 Describe the governance, control, and corporate organization of the institution and cite where it is stated in the catalog.

This campus is owned and operated by Zenith Education Group, Inc. (Zenith), a Delaware nonprofit corporation. Zenith's sole member is ECMC Group, Inc., a Delaware nonprofit corporation. Corporate offices for Zenith and ECMC Group are located at:

1 Imation Place, Building 2, Oakdale, MN 55128

ECMC Group	
Directors	Officers
John DePodesta, Chair	David Hawn, President and CEO
Gary Cook	Greg Van Guilder, Chief Financial Officer and Treasurer
Roberta Cooper Ramo	Dan Fisher, General Counsel and Corporate Secretary
David Hawn	
I. King Jordan	
James McKeon	
Jack O'Connell	
Maurice Salter	
Zenith Education Group	
Directors	Officers
John DePodesta, Chair	David Hawn, President
Gary Cook	Greg Van Guilder, Treasurer
Roberta Cooper Ramo	Dan Fisher, Secretary
David Hawn	Dr. Mary Ostrye, Provost
I. King Jordan	
James McKeon	
Jack O'Connell	
Maurice Salter	

ADMINISTRATION

Administration	
Jacob Kassuba	Campus President



Patricia Stacy	Director of Education
James Ray	Director of Admissions
Rhonda Double	Director of Finance
Corey Doxey	Director of Career Services

2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report, and the standards by which the success of their work is measured?

The duties and responsibilities of each instructor and staff position are clearly defined in a written job description provided to each employee upon hire. The duties and responsibilities are explained by their supervisor in a one-on-one meeting at the beginning of the employment period and throughout the on-boarding period with opportunity for clarification and discussion as needed. The written job description includes the title of the individual to whom the employee reports. Periodic one-on-ones between staff and their respective supervisors as well as departmental meetings provide additional opportunities for discussion about objectives and outcomes.

Full-time instructors and staff have an annual performance assessment based on the core values. Prior to assessment by the supervisor, they have an opportunity to provide comments regarding their own performance related to the core values. Each employee is also encouraged to create and work toward attaining a development goal(s).

Adjunct instructors sign a letter of appointment for each term they teach. This letter details the roles and responsibilities of the instructor.

In addition, an Employee Handbook is available to all employees on the Zenith hub (intranet). A signed acknowledgement of receipt is obtained upon hire.

2.2.1 How is this documented?

A copy of the signed job description, annual performance review (if applicable), letter of appointment (if applicable) and the acknowledgement of receipt of the employee handbook are maintained in each employee's file with some documents being kept electronically.

2.3 How does the administration monitor and evaluate activities of faculty and staff?

The activities of instructors and staff are monitored and evaluated by the campus president, department director, academic dean, and education chairs. Management reports are generated regularly to allow campus leadership to monitor the activities of their departments, track progress toward goals, guide staff and instructors and evaluate performance. In addition, all full-time instructors and some staff have an annual performance review based on Zenith core values that includes an initial self-assessment and creation of a development goal(s). Employees meet with their respective supervisors for periodic review. Staff members in admissions and financial aid, at a non-management level, have their performance assessed quarterly through monthly observations, satisfaction surveys, and knowledge tests.

Student feedback regarding the entire campus is received from the semi-annual student survey of campus operations (WAVE surveys) as well as frequent campus initiated classroom surveys. The confidential forms are compiled and evaluated by third-party administrator. Surveys include questions pertaining to every operational facet of the campus and results are carefully evaluated by the campus leadership team and discussed with staff and instructors.

Full-time and part-time (including adjunct) instructor performance is also assessed through student course evaluations and classroom observations conducted by administration and/or instructor peers.

2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.



Employees are provided access to the employee handbook on the hub (intranet), which outlines the expectations of Zenith Education Group, and includes general policies and the code of ethics and conduct. Job applicants are carefully screened before a decision is made to hire and the new employee orientation program also addresses the ethical standards expected of all employees. Annual performance evaluations for full-time faculty and staff are based on employee behaviors with respect to Zenith core values, one of which is integrity. For admissions' representatives, financial aid planners, and financial aid processors, the values based assessment is conducted quarterly as an additional component to their eScore evaluation system.

Academic curricula are standardized throughout Zenith institutions to ensure that learning objectives and regulatory and accreditation compliance is maintained. However, instructors are encouraged to exercise academic freedom by drawing upon their own education and experience in order to effectively convey the course content to their students. Instructors are encouraged to develop a variety of hands on learning techniques and activities that include, but are not limited to, facilitated group discussions, case studies, community resource experiences, mock clinical situations, role playing, and real-time computer coding exercises.

Instructors are also encouraged to provide input regarding textbooks, equipment needs, library resources and course content and objectives through in-service and program meetings and informally through discussions with education chairs or the academic dean. Feedback is shared with the corporate curriculum support team as appropriate.

2.5 How is the policy for ensuring academic freedom communicated to faculty?

Instructors receive the academic freedom, responsibility and governance policy upon hire and a signed copy of the acknowledgement of receipt is maintained in their file. If the policy is updated after hire, faculty review and sign a new acknowledgement of receipt.

2.6 Describe the grievance policies and procedures for students, employees, and other interested parties. How are students, faculty, and administrative staff made aware of these policies?

The student grievance procedure is detailed in the catalog and can be found on pages 30-31.

Students may bring a complaint against the School and initiate the School's Internal Dispute Resolution procedure by filing a written complaint with your academic advisor. The academic advisor will attempt to respond to the complaint within 15 days. If they are not satisfied with their academic advisor's resolution of your complaint, they may appeal his/her decision to the President of the School. Students may then appeal the President's decision to the Provost of Zenith Education Group. If they are not satisfied with the outcome of the internal dispute procedure, they have the option of submitting a claim to arbitration pursuant to the School's Dispute Resolution Policy that was provided at the time of enrollment. Students may also obtain a copy of the Internal Dispute Resolution Policy from your academic advisor.

If a student feels that the School has not adequately addressed a complaint or concern, the student may also consider contacting Accrediting Council for Independent Colleges and Schools. All complaints considered by the Council must be in written form, with permission from the complainant(s) for the Council to forward a copy of the complaint to the school for a response. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Council. Please direct all inquiries to:

Accrediting Council for Independent Colleges and Schools
750 First Street, N.E., Suite 980
Washington, DC 20002-4223
(202) 336-6780

Students may also contact and file a complaint with the state's agency and the Virginia Attorney General's Office at the following mailing address:



State Council of Higher Education for Virginia
Private and Out-of-State Postsecondary Education
101 N. 14th Street, 9th floor, James Monroe
Building
Richmond, VA 23219
Phone: 804-225-2600
Fax: 804-225-2604
www.schev.edu

Office of the Attorney General
900 East Main Street
Richmond, VA 23219
804-786-2071
www.oag.state.va.us

NOTE: Anonymous complaints will not be accepted. Complaints must be filed using the Student Complaint form available on the Council's web site.

All grievance policies and procedures for employees are described in the Employee Handbook which is located on the Zenith intranet HUB. These policies are reviewed during the on-boarding process and the employee signs an acknowledgement of receipt.

Zenith encourages employees to bring their work-related problems or questions to their supervisor and to use our internal conflict resolution and appeal procedures outlined below. In return, management will listen to their concerns with respect and do its best to resolve your work-related problems. Management endeavors to provide favorable working conditions and competitive pay and benefits. The Company attempts to maintain a positive, productive working atmosphere. If work-related problems or complaints arise, it is important to discuss them so that solutions can be found. Employees should feel free to discuss such matters with their supervisor or others in the Company, as appropriate.

The Company has adopted the following procedure to handle problems and complaints. Employees are strongly encouraged to use this procedure.

1. If you have a problem or complaint concerning your job or any matter relating to it, discuss it in a timely manner with your immediate supervisor.
2. If the matter is not satisfactorily resolved with your immediate supervisor, contact each next level of management until your problem is resolved, but let your immediate supervisor know you are continuing to seek a resolution.
3. At any step in this resolution process, you may contact your division human resources team member.

If the employees follow these guidelines, the Company will do its best to address your work-related problems or complaints.

Zenith also has an Ethics Hotline for compliance or code of conduct issues.

Phone: 866-301-7398

Website: www.integrity-helpline.com/ECMCcompliance.jsp

Email: ethics@ecmc.org

- 2.7 Describe any plans for the improvement of the organization.



Everest College is a changing and dynamic organization and improvements are continually being made. Using employee and student feedback. The campus plans to improve organization and overall satisfaction through:

Continued upgrades of the campus technology, including computer hardware and software.

A shift in focus of the career services' process toward building relationships with new students from the start of their enrollment to better cultivate the skills and tools necessary for successful placement upon graduation and, in turn, improve placement outcomes.

Continued implementation of procedures in the student finance arena around financial literacy and additional options for student grants and scholarships.

Realigning of key performance indicators to better focus on gross attrition.

Continued enhancement of the employee annual performance review process through the "my career advantage" program.

1. ADMINISTRATION

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed record keeping enhances the management of the institution. In responding to the questions below, please consult Sections 3-1-300 through 3-1-303 of the *Accreditation Criteria*.

3.1. Who is the on-site administrator and what are that person's qualifications for this position?

The campus president, Jacob Kassuba, is the Campus President/Chief Executive Officer and on-site administrator of Everest College. Jacob Kassuba's educational background includes a M.B.A. from Cornerstone University in Grand Rapids, MI and a B.S. from Grand Valley State University in Allendale, MI. Mr. Kassuba has 15 years of experience in higher education.

3.2. How does the administration provide for continuous evaluation of the following functions:

a. Programs of study

The primary methods of evaluating programs of study include student evaluations and surveys, instructor evaluations and meetings, graduate and employer surveys and program advisory committee (PAC) member feedback.

- Student evaluations/surveys – Students have the opportunity to provide feedback about the program and campus operations at various times of the year. Students evaluate their classroom and instructor experience through classroom evaluations at the end of specific terms. In addition, there are two surveys of campus operations that are conducted each year (WAVE surveys). Sections of these surveys pertain specifically to programs of study.
- Instructor evaluations/meetings – Instructors are encouraged to provide their feedback on courses and lesson plans in departmental meetings and during in-services.
- Graduate surveys – The career services team distributes and collects graduate surveys for the purpose of gathering information and feedback about their experience. This data is collected monthly and is summarized and shared as appropriate with campus leadership, staff and instructors.
- Employer surveys – Employers who employ our graduates are sent surveys to solicit their feedback on the performance of our graduates as well as their suggestions for



improving the knowledge and skills of our graduates. This data is collected regularly and is summarized and shared as appropriate with campus leadership, staff and instructors.

- Program advisory committees – Each program of study, or related programs, has an advisory committee. These committees are made up of individuals, who are knowledgeable about the program of study, professionals working in the field, graduates of the program and/or current students. Meetings are held twice a year and recommendations for modifications and additions to the programs are documented and shared with appropriate campus and campus support center personnel.
- Placement rates – Placement rates are monitored by the career services department on an ongoing basis and results are reviewed by campus leadership and academics.

b. Student activity programs

Student feedback and participation levels in activities are utilized when determining ongoing and future student activities and events. Current student activities include student appreciation days, the ambassador program, and community outreach activities. In addition, the campus sponsors food drives, blood drives and other community events periodically throughout the year.

c. Guidance services

The campus provides guidance (advising) services in the following three departments:

- a) Academics: Academic advising is provided for those students who do not meet academic progress standards or are showing signs of not meeting academic progress standards. Attendance advising and scheduling of required courses are also provided.
- b) Career services: Career coaching is provided to students throughout their educational experience and after graduation, as needed. Assistance with resume preparation, interviewing techniques and job placement is provided. Workshops on professionalism and other topics related to career success are offered on a monthly and one-on-one basis.
- c) Student services: Students and their family members are eligible for the CARE student assistance program. This program allows students to speak with a professional, toll-free, to help them with any concern or problem affecting behavioral health, well-being and/or academic performance.

Typical concerns may include, but are not limited to:

- Managing stress
- Financial difficulties
- Family and personal conflicts
- Relationship issues
- Childcare & eldercare
- Legal issues
- Staying focused and motivated
- Substance abuse
- Depression and anxiety
- Loss and grief issues

These services are evaluated as the students' changing needs become evident. Student input via one-on-one contact with staff and instructors provide a basis for determining what services are needed.



d. Financial aid services

The student finance department is supervised by a director of student finance. The department is divided into student finance representatives, student finance planners, and student loan specialists. Planners are utilized to advise new students on financial aid options, alternate funding, grants and payment plans. Representatives assist continuing students with repackaging, continuous alternate funding, grants and payment plans. Student loan specialists are also available to assist current and former students with their student loan management needs. Files are reviewed internally by the director of student finance and submitted to student financial services (SFS), which acts as an internal intermediary with governmental agencies. SFS has the responsibility for confirming all financial aid awards, maintaining financial aid records, calculating accurate refunds and training.

The department is evaluated throughout the year through audits by Zenith's internal audit department and independent/external finance auditors.

e. Instructional procedures

Instructional procedures are evaluated periodically by the academic dean, education chairs lead instructors, instructors, and administration and separately through student surveys. Annual performance reviews, classroom observations, student grades, attendance, and retention records are all means of measuring instructional effectiveness. Results of these activities help the campus and academics administration identify potential in-service topics, professional growth activities and coaching and training needs. Student evaluations of instructors are administered at various times throughout the year and the results are distributed to education chairs and discussed with instructors for purposes of continuous improvement.

f. Instructional resources

The campus utilizes a variety of instructional resources that include videos, audio-visual aids, computer software and SMART Boards. The campus continuously evaluates new materials on the market and the needs of the programs. When additions or updates are deemed appropriate, requests are submitted to the campus president. These requests are evaluated and when possible, approved immediately. Capital purchase requests must be submitted to campus support for approval.

Instructors work in partnership with the librarian to obtain supplemental instructional materials that meet the needs and requirements of the students. Program advisory committee recommendations are also taken into consideration. The library supports the curriculum and provides information for students, instructors and staff through information and reference materials available on-ground and through online access of the library information resources network (LIRN).

3.3. What evidence is on file to verify degrees of professional staff whose degrees are listed in the catalog?

Not applicable. The campus does not list the credentials of administrative staff in the catalog.

3.4. What records are kept relative to the following areas:

a. Financial aid activities

Financial aid records are maintained for each student in paper and/or electronic form. Records maintained for each student will vary depending on his/her circumstances and needs, but in general, the information maintained includes:

1. Enrollment Agreement
2. Free Application for Federal Student Aid (FAFSA)



3. Budget Worksheet
4. Institutional Student Information Report (ISIR)
5. Verification Worksheet (if selected)
6. Tax return/transcript (if selected)
7. Entrance Counseling Checklist
8. Direct Loan Master Promissory Note
9. Parent Loan for Undergraduate Students
10. Student Statement Regarding Tuition Account

As students progress in their program, records are updated and maintained with any additional required documentation and changes affecting financial aid.

b. Admissions

The admissions department establishes a file for each potential student that contains the documents necessary to enroll the student. If a student applies, meets the admission requirements and begins attending classes, the file is maintained in the file room for the required duration. Records maintained in the student file are specified in the student section below.

c. Curriculum

All data pertaining to curricula are maintained on the Zenith intranet HUB or with the academics department. Records include:

1. Course syllabi
2. Academic meeting minutes
3. Program meeting minutes
4. Academic policies and procedures
5. Current catalog and addenda
6. Textbook lists

d. Guidance

Records maintained include student advising records, disclosure forms as required for certain programs, change of program requests, resolution of academic issues with students taking online courses, attendance violation records, satisfactory academic progress, and probation records. In addition, the career services department keeps records related to student's job search efforts and employment.

e. Library or instructional resources

The librarian maintains library resource and usage records. Resource records include:

- Inventory of collections and resources
- Library budget
- Documentation of purchase requests from instructors and staff and invoices for purchased materials
- Online database contract
- Circulation and usage data
- Records of library orientations and class visits
- Policies pertaining to library collections
- Training conducted for library assistants, instructors, and work study students

f. Instructional supplies and equipment



Instructional supplies and equipment records are maintained in the library, and administrative offices. Records of textbook purchases are maintained by the campus support center and are tracked on the monthly profit and loss statements. Records of repair, replacements, and acquisitions of instructional supplies and equipment are also maintained in the vendor files housed by the campus support center.

g. School plant

All records regarding the school plant are kept in the president's office and/or select administrative offices depending on the nature of the records. These include the campus certificate of occupancy, fire inspection reports, occupational licenses, and vendor contracts.

h. Faculty and staff

The campus president creates and maintains an employee file that contains all paperwork and documentation required for hire and ongoing employment. These files are housed in the campus administration office. Administrative files contain all required elements to comply with internal, regulatory and accreditation requirements. Instructors also have a separate academic file established and maintained by the academic dean. The file is made available to the education chairs as appropriate. Academic files contain official transcripts, professional development plans and documentation of activities, ACICS data sheets, and other documents required for their position to comply with internal, regulatory and accreditation requirements.

i. Student activities

Academics maintains a file containing all the elements of student activities to include guest speakers, field trips and community service events.

j. Student personnel

Upon hire, the human resources designate creates and maintains a student personnel file that contains all paperwork and documentation required for hire and ongoing employment. These files are housed in the human resources designate's office. Administrative files contain all required elements to comply with internal, regulatory and accreditation requirements.

k. Campus Accountability Reports

The campus accountability report (CAR) and back-up documentation are on file in the campus president's office. In addition, the CAR and back-up documentation is maintained electronically on the Zenith intranet HUB and in the accreditation and licensing department.

3.4.1 Describe how student files are maintained and organized. If students records are maintained electronically, describe the system.

Student Files are kept in the campus file room. Active student files are kept separate from prior students' files. The files are maintained in alphabetical order and are located in fire proof cabinets. The file room is continually locked and only the necessary administrators have access to the File room.

3.5. If applicable, what specific testing records and academic and career advising records are maintained by the campus for students admitted under an ability-to-benefit determination? Insert the analysis of the campus study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.

Not applicable with this campus.

3.6. What procedures are used to obtain evidence of high school and/or college graduation or equivalency certificates with scores?



At the time of enrollment all students are required to complete and sign a transcript request form which gives the campus the authorization to request high school or GED transcripts. These requests are sent by the campus and are tracked and collected to ensure each student has an official high school or GED transcript on file. The request form and copies of the transcripts are maintained in the student's academic file.

- 3.6.1 Describe the procedures in place to verify that the credential earned is from a recognized/legitimate institution and not from a "diploma mill."

Admissions representatives have access to an internal link with a list of the non-accredited ("diploma mill") schools. This resource is updated regularly by campus support center. The admissions representatives check the student's diploma against the list, and it is also verified by either the registrar or campus president.

- 3.7. What grading system does the campus employ to indicate student progress?

The grading system used is listed below, and is also found on page 6 of the current catalog.

The student's final grade for each course or module is determined by the average of the tests, homework, class participation, special assignments and any other criteria indicated in the grading section of the syllabus for the course or module. Final grades are reported at the completion of each grading term and are provided to each student. If mailed, they are sent to the student's home address. Failed courses must be repeated and are calculated as an attempt in Satisfactory Academic Progress calculations.

Grade	Point Value	Meaning	Percentage Scale
A	4.0	Excellent	100-90
B	3.0	Very Good	89-80
C	2.0	Good	79-70
D*	1.0	Poor	69-60
F**	0.0	Failing	59-0
Fail	Not Calculated	Fail (for externship/internship or thesis classes only)	
Pass	Not Calculated	Pass (for externship/internship or thesis classes only)	
PF	Not Calculated	Preparatory Fail	
PP	Not Calculated	Preparatory Pass	
IP	Not Calculated	In Progress (for linear externship/internship/modular clinic courses or thesis courses only)	
L	Not Calculated	Leave of Absence (allowed in modular programs only)	
EL	Not Calculated	Experiential Learning	
PE	Not Calculated	Proficiency Exam	
W	Not Calculated	Withdrawal	
WZ	Not Calculated	Withdrawal for those students called to immediate active military duty. This grade indicates that the course will not be calculated for purposes of determining rate of progress	
TR	Not Calculated	Transfer Credit	
*Not used in modular programs.			
** For modular programs, F (failing) is 69-0%.			

- 3.7.1. What is the unit of credit (semester, quarter, or trimester) used or clock hour?

The campus awards credit in the form of quarter credits. One quarter credit is equivalent to a minimum of 10 class hours of theory or lecture instruction, a minimum of 20 hours of supervised laboratory instruction, or a minimum of 30 hours of externship practice. For online learning purposes, one quarter credit is equivalent to a minimum of 10 hours of online learning.



In addition to the in-class hours, students in degree programs are expected to spend a minimum of up to two hours per day outside of class completing homework assignments as directed by the instructor. Students in diploma (modular) programs are expected to complete assigned homework and other out-of-class assignments in order to successfully meet course objectives as set forth in the course syllabus.

3.7.2. How does the campus ensure that a transcript is maintained for each student?

Transcripts are maintained electronically and indefinitely for all students. Upon graduation, a copy of the official transcript is placed in the student's academic file.

3.7.3. How is the grading system explained on the student's transcript? Is it consistent with the campus catalog?

The grading system is explained on the back of the official transcript, and yes, it is consistent with the catalog.

3.8. How are records and reports (e.g., student, staff, financial) housed so that they are safe from theft, fire, or other possible loss?

The academic records of active students are housed in fire-rated cabinets in the campus file room. Recently inactive files are also maintained in the file room until transferred to a secure, offsite storage facility, as needed for space. Access to these records is limited to appropriate academic and administrative staff. The campus also maintains electronic records of student grades, advising, attendance, transcripts, etc. in CampusVue.

The student finance files for active students are maintained in filing cabinets also located in the campus file room. The student finance files for inactive students are kept in a secure storage space on campus. Student financial services retains student financial aid records electronically.

Graduate placement records are secured in filing cabinets in the campuses file room and in the CampusVue system. Placement files for graduates within the last three years are kept in a locked room file room on campus.

Personnel records are stored in fire-rated, locked filing cabinets located in the campus administration office.

3.8.1 If the campus utilizes computerized record keeping, what are the back-up procedures?

Electronic records are maintained in the CampusVue system or in the student financial services system. Records are backed up on a daily basis by the campus support center in Santa Ana, CA.

3.9. How long are student records maintained by the campus?

Student financial aid records are maintained on site for two years beyond the student's last date of attendance and in off-site storage for a minimum of five years. Student financial services also maintains electronic copies of financial aid files. Active academic records are maintained on site and inactive records are maintained for two years before being sent to an off-site storage facility where they are stored for a minimum of an additional five years. In all cases, academic records are maintained for at least five years from the last date of attendance. Student academic transcripts are maintained indefinitely. Graduate records are maintained onsite for students who graduated within the last three years. Thereafter, they are sent to an off-site storage facility.

3.10. Describe any plans for improvement in the administration.

Campus administrators will continue to receive training in the areas of leadership and new initiatives undertaken by Zenith. The academic dean and education chairs will continue to receive training in classroom instruction from the campus support center and at the campus level. Training will continue to



be provided on the new electronic enrollment agreement process for admissions, academics and student finance personnel as needed.

4. RELATIONS WITH STUDENTS

An institution's methods of attracting and retaining students often are subject to scrutiny and are of considerable concern to the public, to other educational institutions, and to the Council. An institution's recruitment efforts should be devoted to locating and informing students, in a professional and dignified manner, who the institution can best serve. Recruiting practices contribute to an institution's image. Each institution also should strive to ensure that its financial relations with students reflect the highest ethical standards and are in conformance with all state and federal laws and regulations. Each institution is required to develop a program of student personnel services that is consistent with its stated mission. Such services should support the educational program and reflect the institution's concern for the welfare of the student. In responding to the questions below, please consult Sections 3-1-400 through 3-1-442 of the *Accreditation Criteria*.

ADMISSIONS AND RECRUITMENT

4.1 What is the admissions policy?

All admissions materials, including program disclosures and enrollment agreements are presented in English only, since all programs are taught in English. Each admissions representative conducts interviews with prospective enrollees in English only as the method to determine that the prospective enrollee understands and can function in English. We do not make any accommodations to present materials or instruct courses in any other language. Intensive English courses are offered at a cost separate from, and in addition to, the diploma and degree programs offered. No English as a second language courses are offered by the campus.

REQUIREMENTS AND PROCEDURES

- High school diploma or a recognized equivalent such as the GED. Applicants will be required to sign an **“Attestation Regarding High School Graduation or Equivalency”** indicating they meet the school's requirements for admission.
- High school seniors who are accepted on a conditional basis must sign an **“Attestation Regarding High School Graduation or Equivalency”** following graduation and prior to starting classes.
 - All applicants will be required to submit **one** of the following:
 1. Completed Attestation regarding high school graduation or equivalency or
 2. Proof of High School graduation (POG) (i.e. copy of diploma or transcript) or
 3. Proof of a recognized equivalency certificate (GED) or other equivalent documentation
- Applicants are informed of their acceptance status shortly after all required information is received and the applicants' qualifications are reviewed.
- Upon acceptance into the school, applicants who are enrolling will complete an enrollment agreement.
- Students may apply for entry at any time. Students are responsible for meeting the requirements of the catalog in effect at the time of enrollment.
- Re-entry students are subject to all program requirements, policies, and procedures as stated in the school catalog in effect at the time of re-entry. All re-entering students must sign a new enrollment agreement.

PROGRAM-SPECIFIC ADMISSIONS REQUIREMENTS



CRIMINAL BACKGROUND CHECK

- Students enrolled in certain programs may be subject to a criminal background check prior to enrollment to ensure they are qualified to meet occupational or employment requirements, clinical or internship/externship placement requirements or licensure standards for many programs, including but not limited to those in the allied health, pharmacy technician, dental or criminal justice fields.
- Enrollment for students may not be granted when the background check identifies a conviction, pending case, or unresolved deferral/diversion for any felonies or misdemeanors.
- A student's inability to obtain criminal background clearance may prohibit opportunities for program completion and job placement. It is the student's responsibility to contact the agency to verify conditions. The school cannot contact the background check agency.
- All students re-entering a program shall be required to complete a Criminal Background Attestation, attesting that they do not have a criminal background that would preclude them from obtaining licensure, externship or placement in their desired career field.

Dental Assisting Diploma Program

- Applicant must pass a criminal background check and complete a student disclosure form.

Heating, Ventilation and Air Conditioning Diploma Program

- Applicant must pass a criminal background check and complete a student disclosure form.

Electrician Diploma Program

- Applicant must pass a criminal background check and complete a student disclosure form.

Pharmacy Technician Diploma Program

- Applicants must reach 18 years of age on or prior to the expected date of the start of externship.
- Applicants must pass a criminal background check and complete a student disclosure form.
- High School graduate or have a GED.

4.1.1 Does the policy differ based on the credential awarded or program of study?

Students enrolling in the pharmacy technician, dental assisting, heating, ventilation and air conditioning and electrician programs are subject to a criminal background check.

4.1.2 Explain how the admissions policy adheres to the institution's mission.

The admissions requirements above are in keeping with the mission statement to provide a high-quality educational experience to qualified individuals.

4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?

We do not accept Ability to Benefit students.

4.3 What records are maintained by the campus to reflect the basis for the admission of each student?

Everest College maintains a file for each student containing the following information:

- A request for a copy of the high school transcript or GED scores
- An official copy of the high school transcript or GED scores
- Transfer credit documentation (if applicable)
- An application for admission



4.4 Describe the student recruitment program.

Everest College recruits students by means of following:

- Newspaper advertising
- Television commercials
- Classroom workshops in community high schools
- Direct mail advertising
- Phone directories
- Career fairs/community events
- Internet
- Referrals
- Website (<http://chesapeake.everestcollege.edu/>)

When a prospective student requests information, an admissions representative arranges an interview at the campus. The admissions representative explains the programs, services, tuition, disclosures and policies to the prospective student and takes him or her on a tour of the facility. Individuals, who are interested in enrolling, proceed through the admissions and financial aid process. When all documents are completed and approved, the student is enrolled.

4.5 Describe how admissions representatives are trained, compensated, and monitored.

New admissions representatives go through a Zenith-sponsored training program. The training includes orientation, career fields, educational programs, enrollment procedures, regulatory requirements, catalog knowledge and meetings with key college personnel.

All admissions representatives receive ongoing training and feedback as it pertains to their performance. Admissions representatives are tested quarterly to assess their knowledge of products, processes, compliance, the catalog and terminology. They are also observed at least twice a month by their supervisor to assess their skills and behavior. Prospective students may be surveyed after their initial interviews and asked specific questions pertaining to their experience with the admissions process and the individuals they interacted with. Feedback from all of these activities is used by the directors of admissions to determine individual performance ratings and identify individual and departmental training and coaching needs.

Admissions representatives are formally reviewed annually based on the three performance elements described above: knowledge, observation of skills and behavior and prospective student satisfaction surveys. Enrollment metrics are prohibited from being factored into compensation and promotion.

4.6 Describe the policies and procedures regarding incoming transfer of credit.

Everest has constructed its transfer credit policy to recognize both traditional college credit and non-traditional learning. In general, Everest considers the following criteria when determining if transfer credit should be awarded:

- Accreditation of the institution;
- The comparability of the scope, depth, and breadth of the course to be transferred; and
- The applicability of the course to be transferred to the student's desired program. This includes the grade and age of the previously earned credit.

If the learning was obtained outside a formal academic setting, through a nationally administered proficiency exam, an IT certificate exam, or military training, Everest will evaluate and award transfer credit using professional judgment and the recommendations for credit issued by the American Council on Education (ACE).

**Academic Time Limits**

The following time limits apply to a course being considered for transfer credit:

- College Core and General Education course – indefinite;
- Major Core course (except health science course – within ten (10) years of completion; and
- Military training, proficiency exams (e.g. DANTES, AP, CLEP, Excelsior, etc.) and IT certificate exams – the same academic time limits as College Core, General Education and Major Core courses.

NOTE: Due to certain programmatic accreditation criteria, health science core courses are eligible for transfer within five (5) years of completion.

Required Grades

For diploma and associate, and bachelor degree programs, a letter grade of C (70%) or better is required for transfer credit to be awarded.

Maximum Transfer Credits Accepted

Students enrolled in a diploma, associate or bachelor's degree program must complete at least 25% of the program in residency at the institution awarding the degree or diploma. The remaining 75% of the program may be any combination of transfer credit, national proficiency credit, Everest developed proficiency credit or prior learning credit.

Coursework Completed at Foreign Institutions

All coursework completed at a foreign institution must be evaluated by a member of the National Association of Credential Evaluation Services (NACES) or a member of the Association of International Credentials Evaluators (AICE).

Transfer Credit for Learning Assessment

Everest accepts appropriate credits transferred from the College Level Examination Program (CLEP), DANTES subject testing, and certain other professional certification examination programs. Contact the campus Academic Dean/Director of Education for the current list of approved exams and minimum scores required for transfer.

Transfer Credit for Proficiency Examination

Undergraduate students may attempt to challenge the requirement to certain selected courses by demonstrating a proficiency level based on special qualifications, skills, or knowledge obtained through work or other experience that is sufficient to warrant the granting of academic credit for a course through a Proficiency Examination. Similarly, Everest may award some credits toward undergraduate, associate, and diploma level courses for achievement of professional certifications such as CNE, MCSE, etc. For more information, please contact the Director of Education.

Experiential Learning Portfolio

Students may earn credit for experiential learning through the Prior Learning Assessment program. This program is designed to translate personal and professional experiences into academic credit. Procedures for applying for credit through experiential learning are available in the Academic Dean's/Director of Education's office.

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

The transferability of credits earned at Everest is at the complete discretion of an institution to which a student may seek to transfer. Acceptance of the degree, diploma or certificate earned in the program in which the student is enrolling is also at the complete discretion of the institution to which a student may seek to transfer. If the credits or degree, diploma or certificate that was earned at this institution are not



accepted at the institution to which a student seeks to transfer, the student may be required to repeat some or all of his/her coursework at that institution. For this reason, the student should make certain that attendance at this institution will meet his/her educational goals. This may include contacting an institution to which a student may seek to transfer after attending Everest to determine if the credits or degree, diploma or certificate will transfer.

Transfer to Other Everest Locations

Students in good standing may transfer to another Everest campus location. Transfer students are advised that they will be subject to the minimum residency requirements at the new campus for the program in which they are enrolled. Students may transfer applicable credits from Everest coursework in which a "C" or higher was earned; however, those credits will be treated as transfer credits and will not count toward fulfilling residency requirements at the new location.

Everest Consortium Agreement

The Everest Consortium Agreement enables students to attend a limited number of classes (a maximum of 49% of credit hours) at an Everest campus location other than their home campus. In addition, students nearing completion of their program of study may finish their degree at another Everest campus location through the Consortium Agreement (a minimum of 51% credit hours must be completed at the Home campus). Complete details on the Everest Consortium Agreement are available in the Director of Education's office.

Articulation Agreements

Everest College has articulation agreements with Kaplan University and University of Phoenix under which students completing a diploma, certificate or degree program at Everest College may be eligible to transfer into Kaplan University or University of Phoenix bachelor degree program. Students may also be eligible for a limited tuition discount. Students should contact their Everest College campus Director of Education for additional information on articulation agreement transfer terms and conditions.

Transfer Center Assistance

Any questions regarding the transfer of credit into or from Everest should be directed to the Transfer Center at (877) 727-0058 or email transfercenter@zenith.org.

4.6.1 Where are these policies and procedures published?

These policies are published in the catalog on pages 4-5 and in the catalog addendum.

4.6.2 Describe any articulation agreements with other institutions.

NA

4.6.3 Describe where the campus publishes a list of institutions with which it has established the agreements.

NA

4.6.4 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered.

NA

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

4.7 Who administers the standards of satisfactory academic progress (SAP) for the campus and what are this individual's qualifications to administer SAP?



The Academic Dean, Ms. Patricia Stacy monitors and administers the standards of satisfactory academic progress for the campus with assistance from the education chairs and registrar.

Ms. Patricia Stacy holds a B.S. from Everest University. She has been with Everest for approximately 11 years while serving in an array of roles from student finance planner, director of student finance, and now as the director of education.

4.8 How does the campus determine if a student is making satisfactory progress according to the policy?

The Satisfactory Academic Progress (SAP) standards are published in the catalog on pages 7-11.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

Students must maintain satisfactory academic progress in order to remain eligible as regularly enrolled students and to continue receiving federal financial assistance. The accreditor and federal regulations require that all students progress at a reasonable rate toward the completion of their academic program. Satisfactory academic progress is measured by:

- The student's cumulative grade point average (CGPA)
- The student's rate of progress toward completion (ROP)
- The maximum time frame allowed to complete which is 150% of total number of credits in the program of study (MTF)

EVALUATION PERIODS FOR SAP

Satisfactory academic progress is measured for all students at the end of each grading period (i.e., at the end of each term, module, phase, level, quarter and payment period).

RATE OF PROGRESS TOWARD COMPLETION

The school catalog contains a schedule designating the minimum percentage or amount of work that a student must successfully complete at the end of each evaluation period to complete their educational program within the maximum time frame (150%). Quantitative progress is determined by dividing the number of credit hours earned by the number of credit hours attempted. Credit hours attempted include completed hours, transfer credits, withdrawals, and repeated courses. Non-credit remedial courses have no effect on the student's ROP.

MAXIMUM TIME FRAME TO COMPLETE

The maximum time frame for completion of all programs below the master's level is limited by federal regulation to 150% of the published length of the program. School shall calculate maximum time frame using credit hours attempted. All credit hours attempted, which include completed credits, transfer credits, withdrawals, and repeated classes, count toward the maximum number of credits allowed to complete the program. Non-credit remedial courses have no effect on the student's maximum time frame.

APPLICATION OF GRADES AND CREDITS TO SAP

- Grades A through F are included in the calculation of CGPA and are included in the Total Number of Credit Hours Attempted.
- Transfer credits (TR) are not included in the calculation of CGPA but are included in the Total Number of Credit Hours Attempted and Earned in order to determine the required levels for CGPA and rate of progress.
- Courses with grades of P, EL and PE are not included in the CGPA calculation but do count as credit hours successfully completed for the rate of progress calculation.



- For calculating rate of progress, F grades and W grades are counted as hours attempted but are not counted as hours successfully completed. Grades of IP will also be counted as hours attempted but not as hours successfully completed.
- When a course is repeated, the higher of the two grades is used in the calculation of CGPA, and the total credit hours for the original course and the repeated course are included in the Total Credit Hours Attempted (in the SAP charts) in order to determine the required rate of progress level. The credit hours for the original attempt are considered as not successfully completed.
- When a student returns from a leave of absence and completes the course from which the student withdrew, the hours for which the student receives a passing grade are counted as earned; the grade, hours, and attendance for the original attempt prior to the official leave of absence are not counted for purpose of the rate of progress toward completion calculation and the original grade is not counted in the CGPA calculation.
- When a student transfers between programs, all attempts of courses common to both programs are included in the CGPA and ROP of the new program.
- Students graduating from one program and continuing on to another will have all successfully completed courses common to both programs included in the SAP calculations of the new program. Courses not in the new program, including grades of W or F, are excluded from all SAP calculations.
- Non-punitive grades are not used and non-credit and remedial courses do not factor into CGPA or ROP.

SAP Advising

SAP Advising is the period of time during which a student is advised and monitored for progress for the remainder of the term. During the SAP advising period, the student is eligible for financial aid. Academic advising shall be documented using the **Academic Advising Form**. The form shall be kept in the student's academic file.

The Academic Dean/Director of Education (or designee) must provide a written notice of SAP Advising status. The following timelines apply for all students placed on SAP Advising status:

- For linear programs with an Add/Drop period:
 - Students must receive the notification by the first day of the term; and
 - Must be advised within fourteen (14) calendar days after the term start.

NOTE: For terms without a break week, students must receive the notification within seven (7) calendar days after the term start and be advised within twenty-one (21) calendar days after the term start.

- For modular programs:
 - Students must receive the notification by the third (3) calendar day of the subsequent module; and
 - Must be advised within ten (10) calendar days after the module start. The (10) calendar days should exclude schedule breaks and holidays.

Financial Aid Warning

SAP is evaluated at the end of each term and all students with a cumulative grade point average (CGPA) and/or rate of progress (ROP) below the required academic progress standards as stated in the school's catalog are determined to have not met satisfactory academic progress. Students not meeting SAP and with a previous SAP Met status will be issued a Financial Aid Warning and be advised that unless they improve their CGPA and/or



rate of progress toward completion, they may be withdrawn from their program and lose eligibility for federal financial aid.

Notification of Financial Aid Warning

The Academic Dean/Director of Education (or designee) must provide the written notice of FA Warning status to all students not meeting SAP and with a previous SAP Met status. The following timelines apply to all students receiving an FA Warning:

- For programs with an Add/Drop period:
 - Students must receive the notification by the first day of the term; and
 - Must be advised within fourteen (14) calendar days after the term start.

NOTE: For terms without a break week, students must receive the notification within seven (7) calendar days after the term start and be advised within twenty-one (21) calendar days after the term start.

- For modular programs:
 - Students must receive the notification by the third (3rd) calendar day of the next module; and
 - Must be advised within ten (10) calendar days after the module start.

Financial Aid Probation

At the end of each term following a SAP evaluation, students with an immediate SAP NOT MET status and who are SAP NOT MET again according to the academic progress standards stated in the school's catalog, will be notified with a SAP NOT MET letter indicating that they will be withdrawn unless they successfully appeal by written request within five (5) calendar days after the notification in accordance with the Academic Appeals Policy. Appeals shall only be granted for the following reasons: the death of a family member; an illness or injury suffered by the student; special circumstances of an unusual nature which are not likely to recur.

The Academic Dean/Director of Education (or designee) must provide written notice of all students placed on SAP NOT MET status:

- For linear programs with an Add/Drop period:
 - Students must receive the notification by the first day of the term;
 - If the student appeals this status and the appeal is approved, the student must receive an Academic Progress Plan within ten (10) calendar days after the appeal's approval.

NOTE: For terms without a break week, students must receive the notification within seven (7) calendar days after the term start.

- For modular programs:
 - Students must receive the notification by the third (3) calendar day of the next module;
 - If the student appeals this status and the appeal is approved, the student must receive an Academic Progress Plan within seven (7) calendar days after the appeal's approval.

Notification of Financial Aid Probation

FA Probation is the term for which the student's appeal has been accepted and progress is monitored under an Academic Progress Plan. Students must be notified in writing of their probationary status within three (3) calendar day of the change in status in the student information system. During the period of FA probation students will continue to be eligible for financial aid.



While on FA probation, unless students improve their CGPA and /or rate of progress toward completion, in accordance with their Academic Progress Plan, they will be withdrawn from their program and become ineligible for further financial aid. All students on FA probation must be placed on an Academic Progress Plan. A student will remain on FA probation as long as he or she is meeting the requirements of his or her Academic Progress Plan when evaluated at the end of each evaluation period on the Plan.

Academic Progress Plan

Students on FA Probation must agree to the requirements of an Academic Progress Plan (APP) as a condition of their FA probation. Each student shall receive a copy of his or her APP. A copy of each student's APP shall be kept in the student's permanent academic file.

The APP may extend over one (1) or multiple terms, as defined at the initiation of the APP. At the end of the first evaluation period on the APP, the student will meet with the Academic Dean/Director of Education (or designee)/Online Designee for an evaluation of progress of the plan's requirements. If on a single-term plan and the student has met the requirement(s) of the plan, the student must be in SAP Advising or SAP Met status, and the student's APP shall be considered fulfilled and closed. If on a multi-term plan and the student has met the requirement(s) of the first evaluation period, then new requirement will be set and the student will be placed manually into SAP Meeting APP Status and will adhere to the subsequent term requirements of the APP.

If at the end of any SAP evaluation period on the plan (APP) the student does not meet the plan's requirement(s), the student will receive a dismissal letter and will be dismissed from the program. Additionally, a student is deemed to have not met the plan's requirements by earning a failing grade ("F") in any course while on the APP.

Students who have violated their FA Probation and have been dismissed from a program are not eligible for readmission to that program if they have exceeded, or may exceed, the maximum time frame of completion until they re-establish appropriate Satisfactory Academic Progress standing.

Evaluation of Progress

At the end of each evaluation period encompassed by the APP, the student will meet with the Academic Dean/Director of Education (or designee) for an evaluation of progress of the plan's requirements. Determination of the student's success at meeting APP requirement(s) must be completed no later than the second (2nd) calendar day of the module or term.

SAP Advising or SAP Met Status

If the student has met the requirements of a one-term plan, the student must be in SAP Advising or SAP MET status and the student's APP shall be considered fulfilled and closed. The student will be provided with either a SAP Advising or Return to Academic Good Standing Letter. In the case of SAP Advising, the student will be advised with the Academic Advising form and will be FA eligible.

The Academic Dean/Director of Education (or designee) must provide a written notice of Return to Academic Good Standing or SAP Advising status. The following timelines apply for all students placed on SAP Advising status:

- For linear programs with an Add/Drop period:
 - Students must receive the notification by the first day of the term; and
 - Must complete the Evaluation of Progress form within fourteen (14) calendar days after the notification.

NOTE: For terms without a break week, students must receive the notification within seven (7) calendar days after the term start and must complete the Evaluation of Progress form within twenty-one (21) calendar days after the notification.



- For modular programs:
 - Students must receive the notification by the third (3) calendar day of the subsequent module; and
 - Must complete the Evaluation of Progress form within seven (7) calendar days after the notification.

SAP Not Met Status and/or Dismissal

If on a multi-term plan, it is likely the student will remain SAP NOT MET for the second (and ensuing) evaluation periods. At the end of each evaluation period, the student will be notified, evaluated for progress, and if the APP requirements are met, will be manually assigned SAP Meeting APP status and continue on the APP. New requirements for the second (or ensuing) evaluation period will be defined using the Evaluation of Progress form.

The Academic Dean/Director of Education (or designee) must provide a written notice of SAP NOT MET status. The following timelines apply for all students placed on SAP NOT MET status:

- For linear programs with an Add/Drop period:
 - Students must receive the notification by the first day of the term; and
 - Must complete the Evaluation of Progress form within fourteen (14) calendar days after the notification.

NOTE: For terms without a break week, students must receive the notification within seven (7) calendar days after the term start and must complete the Evaluation of Progress form within twenty-one (21) calendar days after the notification.

- For modular programs:
 - Students must receive the notification by the third (3) calendar day of the subsequent module; and
 - Must complete the Evaluation of Progress form within seven (7) calendar days after the notification.

If the student does not meet the Plan's requirements at the end of an evaluation period, the student will be dismissed from the program. If the student has not met the benchmark, the student must be dropped with the correct DOD (no later than second calendar day of module or term). The student must be notified of dismissal no later than the second calendar day of module or term.

NOTE: If the student has make-up work, and the campus is willing to accept it, it must be completed within four (4) calendar days of grades being entered (as long as this doesn't extend beyond ten (10) calendar days after mod- or term-end), or the student must be dropped with the correct DOD.

SAP Re-Entry

Students who have violated FA Probation and have been dismissed shall not be readmitted if they cannot complete the program within the maximum time frame or re-establish appropriate Satisfactory Academic Progress (SAP) standing.

RETAKEING PASSED COURSEWORK

Students may repeat coursework as long as such coursework does not include more than a single repetition of a previously passed course. Each attempt counts in the calculation of the students' rate of progress and successful



completion percentages. All repeated courses will appear on the student's transcript, but only the highest grade earned will be included in the calculation of their cumulative grade point average.

RETAKING FAILED COURSEWORK

For the purpose of improving academic standing and establishing institutional grade point average, students must repeat any failed coursework. Failed courses may be repeated more than twice, so long as repeating the coursework does not jeopardize the students' maximum time frame of completion. Each attempt counts in the calculation of the students' rate of progress and successful completion percentages. All repeated coursework will appear on the student's transcript, but only the highest grade earned will be included in the calculation of their cumulative grade point average.

4.8.3 How is attendance verified?

Attendance in class is critical to student academic success. Satisfactory attendance is established when students are present in the assigned classroom for the scheduled amount of time. Faculty are responsible for monitoring student attendance and advising students who have been absent from their classes. Tardies and leave earlies are recorded in minutes and are calculated as equivalent absences. Students who have been absent from all of their classes for 14 consecutive calendar days will be dropped from the training program. Students who miss 15% of the total program hours will be advised that they are at risk of being dropped from the program. Students who miss 20% of the total program hours will be advised that they are at risk of being dropped from the program once they exceed 20%. Students who have been dropped from the program may apply for reentry.

Instructors take attendance each class session beginning with the first day of scheduled classes. For programs with an add/drop period, the taking of attendance for a student enrolling during the add/drop period begins the first scheduled class session following the student's enrollment. In programs without an add/drop period, new students registered for a course shall attend by the second scheduled class session, or be withdrawn. Instructors use an attendance roster to document attendance and then the instructor enters the student attendance into the official attendance database (CampusVue). All attendance is then validated by the registrar's department.

4.8.4 How is the cumulative GPA and percentage of successful course completion verified?

Cumulative GPA and the percentage of successful course completion are verified by the academic dean using reports from CampusVue. At the end of each academic term, the student's cumulative grade point average (CGPA) is reviewed to determine the student's progress.

FINANCIAL RELATIONS

4.9 If the institution sponsors *institutional* scholarship, grant, or loan programs, describe them and provide how they are publicized.

Institutional scholarships that are sponsored by the institution are described below and are publicized in the catalog on pages 23-25.

Zenith American Dream Scholarship

The Zenith American Dream Scholarship is a multimillion-dollar institutional scholarship program for students who attend an Everest or WyoTech institution. New students who first enroll in an Everest or WyoTech institution on or after **August 24, 2015** and were referred by a leader in the local community are eligible to apply for the **Zenith American Dream Scholarship of \$5,000 per academic year**.

To be eligible a student must:

- Obtain a written reference from a leader in the student's community



- Complete an essay or video answering the question “How will Everest (or WyoTech) Help Me Fulfill My American Dream” – see guidelines
- Meet application guidelines and deadlines

The Zenith American Dream Scholarship may be used in order to cover the direct cost of attendance for the program in which the student is enrolled (tuition, books and fees).

Scholarship winners

The Zenith American Dream Scholarship winners will be selected based on quality of the recommendation, originality, creativity, adherence to the theme and overall quality of the essay submission as noted below. Scholarships will be awarded based on selection criteria outlined in the guidelines on a monthly basis. Student scholarship winners will be notified within 45 days of the scholarship application submission date by the Campus President or other campus official.

Selection criteria will include:

- Written reference from a leader in the community
 - Examples of leaders of the community include but are not limited to: coaches, teachers, principals, counselors, advisors, pastors, doctors, employers, support service professionals, law enforcement officer etc.
- Review of the Written or Video Essay submitted
 - Logical interpretation of the subject and adherence to topic
 - Originality, Innovation and Creativity
 - Adherence to overall guidelines and deadlines applicable

Obtaining scholarship funds

The scholarship will be credited on a student’s account upon award of the scholarship. The scholarship is non-transferable and cannot be exchanged for cash. The scholarship can only be used to reduce the institutional direct cost of the program (tuition, books and fees) and cannot be utilized for indirect costs or living expenses.

Renewing the scholarship

Students may be eligible to retain the scholarship award in subsequent academic years. In order to remain eligible the student must **maintain satisfactory progress and a grade point average of 2.0 or above.**

Zenith Student Grant

The Zenith Student Grant is a multimillion-dollar institutional grant program awarded on an annual basis to students of Everest and WyoTech schools owned by Zenith Education Group who demonstrate financial need. This institutional grant is available for new and continuing students enrolled on or after February 2, 2015 for current and future academic periods. The amount and source of the grant, which can be up to \$10,000 per academic year, may vary by student based on:

- The Expected Family Contribution (EFC) as calculated by the Free Application for Federal Student Aid (FAFSA) and reported to the student via the Student Aid Report (SAR)
- The demonstrated financial assistance needed
- Institutional grant funding availability



The grant may be used to cover any confirmed unmet financial need in excess of the student's EFC once Title IV and all other available funding sources have been exhausted up to the direct cost of attendance for the program in which the student is enrolled.

Eligibility

To be eligible, the student must:

- Apply each academic year
- Meet all application deadlines
- Maintain satisfactory academic progress throughout his/her course of study

Obtaining grant funds

The grant will automatically be credited to your account upon completion of the financial aid application processes and award confirmation. The grant is non-transferable and cannot be exchanged for cash.

Renewing the grant

Students must reapply each academic year by the institutional deadline and meet eligibility requirements in order to be considered for the Zenith Education Grant. The grant amount may change each year based on the student's:

- Determined financial need
- Enrollment
- Timeliness of his/her financial aid application
- Institutional grant funding availability

Zenith Graduation Scholarship

The Zenith Graduation Scholarship is a multimillion-dollar, non-need-based institutional scholarship program awarded to students who graduate from Everest schools owned by Zenith Education Group and were actively enrolled in their current course of study prior to February 2, 2015. The amount of the scholarship, which could be up to \$10,000 per current and future academic period, may vary by student based on the number of modules, courses or credits remaining in order for the student to complete his/her program of study, and the time frame of application submission.

The scholarship provides a 20 percent tuition reduction, prorated for the student's remaining time in the program in which he/she was actively enrolled as of February 2, 2015 through his/her expected graduation date at the time he/she applies for the scholarship. For students who apply on or before May 2, 2015, the tuition reduction effective date is February 2, 2015. For students who apply after May 2, 2015, the tuition reduction effective date is the date the application is submitted.

Students who withdrew prior to February 2, 2015, but reenter prior to August 2, 2015, may also apply upon reentry and be eligible upon graduation for a supplemental graduation scholarship of up to \$5,000 for the purpose of covering any prior academic year balances incurred for the program that they reenter.



Eligibility

To be eligible, the student must:

- Apply for the scholarship
- Meet all application deadlines
- Maintain satisfactory academic progress throughout the remainder of his/her program
- Graduate from the program for which he/she is enrolled at the time of applying for the scholarship

Obtaining scholarship funds

The scholarship amount will be applied to the student's account as a non-cash payment at the time of graduation to cover any outstanding tuition or fee expenses, and any credit balance that results will be resolved by:

- A payment to the government as reimbursement for payments received by Everest from the student's federal student loans to reduce his/her loan obligation.
- A payment to the lender as reimbursement for the payments from a private student loan that the lender directly disbursed to Everest.
- A payment to the student for any tuition he/she previously paid directly to Everest.
- The scholarship is non-transferable

- 4.10 What evidence does the campus have that demonstrates the tuition, fees, and other charges for all students who enrolled at the same time and in the same program are consistent. If they are not consistent, explain.

Each student signs an enrollment agreement (EA) upon admission into a program (may be an electronic signature). The tuition and estimated book charges are outlined in the agreement. The EA is dated and documents the student's start date and a copy is maintained in each student's academic file.

Tuition for all modular programs is charged at a flat rate for any student enrolled at the campus, dependent on the program. Withdrawal from the campus terminates the enrollment agreement and a new enrollment agreement is established should the student return for further modular program studies. Students enrolled in a degree program, regardless of whether or not they take one or more courses online, are charged by the academic quarter for a range of credit hours taken per quarter. Students who take eight credit hours or less in a given quarter are charged a per credit cost. At the time of enrollment, students sign an enrollment agreement that is in force for the upcoming quarter. Should tuition charges be increased for subsequent quarters, the students are charged at the rate in effect at that time.

Tuition charges and fees are disclosed in the catalog and updates are disclosed in catalog addenda.

- 4.11 What are the refund policies and procedures?

FEDERAL FINANCIAL AID RETURN POLICY

Student Financial Aid (SFA)

The School is certified by the U.S. Department of Education as an eligible participant in the Federal Student Financial Aid (SFA) programs established under the Higher Education Act of 1965 (HEA), as amended (Title IV programs). The School is required to determine earned and unearned portions of Title IV aid for students who cancel, withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term.



Return of Title IV Funds Calculation and Policy

The Return of Title IV Funds calculation (Return calculation) is based on the percentage of earned aid using the following calculation: Percentage of payment period or term completed equals the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term). This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned equals (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total dollar amount of aid that could have been disbursed during the payment period or term.

The school must return the lesser of:

1. The amount of Title IV program funds that the student did not earn; or
2. The amount of institutional charges that the student incurred for the payment period or period of enrollment multiplied by the percentage of funds that were not earned.

The student (or parent, if a federal PLUS loan) must return or repay the amount by which the original overpayment amount exceeds 50% of the total grant funds received by the student for the payment period or period of enrollment, if the grant overpayment is greater than \$50. (Note: If the student cannot repay the grant overpayment in full, the student must make satisfactory arrangements with the U.S. Department of Education to repay any outstanding grant balances. The Student Financial Aid Department will be available to advise the student in the event that a student repayment obligation exists. The individual will be ineligible to receive additional student financial assistance in the future if the financial obligation(s) is not satisfied).

The school must return the Title IV funds for which it is responsible in the following order:

1. Unsubsidized Direct Stafford Loans (other than PLUS loans)
2. Subsidized Direct Stafford Loans
3. Federal Perkins Loans
4. Direct PLUS Loans
5. Federal Pell Grants for which a return of funds is required
6. Academic Competiveness Grants for which a return of funds is required
7. National Smart Grants for which a return of funds is required
8. Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required.

If a student withdraws after the 60% point-in-time, the student has earned all Title IV funds that he/she was scheduled to receive during the period and, thus, has no unearned funds; however, the school must still perform a Return calculation. If the student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement, which must be paid within 180 days of the DOD. If a student earned less aid than was disbursed, the school would be required to return a portion of the funds, and the student would be required to return a portion of the funds. Any outstanding student loans that remain are to be repaid by the student according to the terms of the student's promissory notes.

Return of Unearned Title IV Funds

After a Return calculation has been made and a state/institutional refund policy, if applicable, has been applied, any resulting credit balance (i.e. earned Title IV funds exceed institutional charges) must be paid within 14 days from the date that The School performs the Return calculation and will be paid in one of the following manners:

1. Pay authorized charges at the institution;



2. With the student's permission, reduce the student's Title IV loan debt (not limited to the student's loan debt for the period of enrollment);
3. Return to the student.

Time Frame within which Institution is to Return Unearned Title IV Funds

The School must return the amount of unearned Title IV funds for which it is responsible within 45 days after the DOD.

Effect of Leaves of Absence on Returns

If a student does not return from an approved leave of absence on the date indicated on the written request, the withdrawal date is the student's last day of attendance. For more information, see the Leave of Absence section in the school catalog.

REFUND POLICIES

If a state refund policy can provide a larger refund to the student than The School's Institutional Pro Rata Refund Calculation and Policy, the student will be given the benefit of the refund policy that results in the larger refund to the student.

Institutional Pro Rata Refund Calculation and Policy

When a student withdraws, The School must determine how much of the tuition and fees it is eligible to retain. The Pro Rata Refund Calculation and Policy is an institutional policy and is different from the Federal Financial Aid Return Policy and Return calculation; therefore, after both calculations are applied, a student may owe a debit balance (i.e. the student incurred more charges than he/she earned Title IV funds) to The School.

The School will perform the Pro Rata Refund Calculation for those students who terminate their training before completing the period of enrollment (i.e. students who receive a final grade of "W" or "WZ"). Under the Pro Rata Refund Calculation, The School is entitled to retain only the percentage of charges (tuition, room, board, etc.) proportional to the period of enrollment completed by the student. The period of enrollment for students enrolled in modular programs is the academic year. The period of enrollment for students enrolled in quarter-based programs is the quarter. The refund is calculated using the following steps:

1. Determine the total charges for the period of enrollment.
2. Divide this figure by the total number of calendar days in the period of enrollment.
3. The answer to the calculation in step 2 is the daily charge for instruction.
4. The amount owed by the student for the purposes of calculating a refund is derived by multiplying the total calendar days in the period as of the student's last date of attendance by the daily charge for instruction and adding in any book or equipment charges.
5. The refund shall be any amount in excess of the figure derived in step 4 that was paid by the student.

Virginia Refund Calculation and Policy

Fractions of credit for courses completed shall be determined by dividing the total amount of time required to complete the period or the program by the amount of time the student actually spent in the program or the period, or by the number of correspondence course lessons completed, as described in the contract.

For programs longer than one year, the policy outlined below shall apply separately for each academic year or portion thereof.

**Quarter-Based Program Refund Policy**

Proportion of Period of Enrollment Taught by Withdrawal Date	Tuition Refund to Student
Less than 25%	50% of program cost
25% up to but less than 50%	25% of program cost
50% or more	No Refund

Modular Program Refund Policy

Proportion of Period of Enrollment Taught by Withdrawal Date	Tuition Refund to Student
Less than 25%	75% of program cost
25% up to but less than 50%	50% of program cost
50% up to but less than 75%	25% of program cost
75% or more	No Refund

Textbook and Equipment Return/Refund Policy

A student who was charged for and paid for textbooks, uniforms, or equipment may return the unmarked textbooks, unworn uniforms, or new equipment within 30 days following the date of the student's cancellation, termination, or withdrawal. The School shall then refund the charges paid by the student. Uniforms that have been worn cannot be returned because of health and sanitary reasons. If the student fails to return unmarked textbooks, unworn uniforms or new equipment within 30 days, The School may retain the cost of the items that has been paid by the student. The student may then retain the equipment without further financial obligation to the school.

Time Frame within which Institution is to Issue Refunds

Refunds will be issued within 30 days of either the date of determination or from the date that the applicant was not accepted by The School, whichever is applicable.

Effect of Leaves of Absence on Refunds

If a student does not return from an approved leave of absence (when applicable) on the date indicated on the written request, monies will be refunded. The refund calculation will be based on the student's last date of attendance. The DOD is the date the student was scheduled to return.

4.12 What are the qualifications of the financial aid officer?

Ms. Rhonda Double is the director of student finance for Everest College. She holds a bachelor's degree from Virginia Commonwealth University. Ms. Double started with Everest College in April 2015 as the director of financial aid and has been employed in the education sector since 2006.

4.12.1 In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?

Ms. Rhonda Double participates in training throughout the year supplied by Zenith Educaiton Group on student financial services. Changes pertaining to state programs are received via state memorandums. This information is then shared with the student finance staff.

4.13 If applicable, describe the system for counseling students regarding their student loan repayment obligations.

Everest College conducts an entrance counseling interview for all students applying for funding through the direct loan program. The entrance counseling is completed prior to the first disbursement. All forms that the borrower must complete and return for processing are completed during the initial packaging process. Exit



counseling interviews are conducted for all borrowers prior to the date of graduation. Additionally, exit counseling is provided to withdrawn and less than half time students that received direct student loan funding.

Information Provided to the Borrower – Entrance Counseling Interview

The entrance counseling interview covers the following information and procedures:

- Reinforce the importance of repayment
- Provide an averaged estimated monthly repayment amount
- Review repayment options including standard payment, extended payment, income contingent, and consolidation
- Discuss debt management strategies
- Review forbearance, deferment, and cancellation options and procedures
- Provide information re: NSLDS website
- Provide information re: FSA Student Loan Ombudsman's Office
- Explain the consequences of default, such as collection expenses, adverse credit reports, federal tax offsets, litigation, defaulted borrowers are not eligible for deferment, and default repayment schedules may be more stringent than the original repayment schedule
- Explain the use of the Master Promissory Note (MPN) including the use of the multi-year feature, borrower confirmation process, importance of reading the MPN Borrower's Rights and Responsibilities prior to signing, and of the borrower's right to sign a new promissory note for each loan year and opt out of the multi-year feature
- Explain that the borrower is obligated to repay the loan even if s/he does not complete the program, is not able to get a job after graduation, or is dissatisfied with the schools educational program or other services
- Provide sample monthly loan repayment schedules for different levels of indebtedness
- Obtain a completed Personal Data Sheet from the borrower

Financial aid representatives advise borrowers that it is their responsibility to maintain satisfactory academic progress (SAP) in order to remain eligible for federal financial aid. Borrowers are also advised to keep copies of all documents concerning their educational loans, and/or other student aid received. At a minimum, borrowers are advised to retain the following documents:

- Copy of the master promissory note (MPN)
- Copy of the loan disclosure statement received from the lender
- Record of any EFT notifications
- Loan repayment schedule (sent to the borrower when repayment begins)
- Copy of any deferment or forbearance requests
- Record of payments made, including cancelled checks or money order receipts
- The most recent name and address of the lender and/or loan servicer

Exit Counseling Interview

An exit counseling interview is conducted with each student who borrowed from the DL/FFEL (Federally Funded Educational Loan) programs. This is done either individually or in a group session. If the student withdraws from school without notification or drops below half time status, the campus student loan specialist attempts to contact the student by phone, letter and/or text message. In either event, if a student fails to complete an exit interview at the school, the exit materials are mailed within thirty (30) days from the borrower's date of determination (DOD). All responses and returned mail are retained in the student's financial aid file.

Information Provided to the Borrower – Exit Counseling Interview

The exit counseling interview covers the following information and procedures:



- Emphasize financial planning for loan repayment, and the importance of developing a realistic budget; data on the anticipated minimum monthly payment(s) shall be included on the exit counseling interview form and shall also be discussed during the exit counseling session
- Review of loan repayment obligations; each borrower shall be advised that failure to receive repayment notices (such as payment booklets or billing statements) does not relieve the borrower of the obligation to make the required payments.
- Review of consolidation options (if applicable)
- Review of deferment, forbearance, and cancellation provisions; borrowers shall be advised to apply directly to the lender for these options, and use the appropriate forms provided by the lender; borrowers shall also be informed that it is important to continue to make payments until deferment (or forbearance) is granted to avoid the possibility of delinquency and/or default; borrowers shall also be advised that delinquency or default on student loans may render the student ineligible for a deferment, forbearance, or cancellation.
- Emphasize the consequences of delinquency and default
- Obtain a completed personal data sheet from the borrower

4.13.1 What is the cohort default rate for the last three years?

Year: 2009 Rate: 33.1%

Year: 2010 Rate: 16.5%

Year: 2011 Rate: 23%

4.14 If applicable, describe the cash discount policy and provide evidence that it has been approved by the Council.
Not Applicable.

STUDENT SERVICES

4.15 Describe how the campus provides orientation for new students.

New student orientation is held the week before the beginning of the term. Orientation includes the following: The student's first term schedule, an opportunity to meet fellow students and student ambassadors, a new-student DVD, a PowerPoint presentation and ice-breaking activities, an orientation packet, and an introduction to key administrators. There is separate online orientation for students taking online classes conducted the first week of term by the online coordinator/program chair.

4.16 Describe all academic and personal counseling services offered.

Everest College does not provide professional counseling services; however, campus administrators, the education chairs, and instructors maintain an open-door policy so that students are comfortable in expressing concerns or discussing personal/academic challenges.

In addition, Everest College provides assistance through the CARE program. This program is designed to provide students with community resource options to help support them during their education. It is available 24/7 and provides services such as legal and financial consultation, childcare referrals, eldercare guidance and other services for personal challenges.

4.16.1 What are the qualifications of the staff responsible for the counseling program(s)?

The academic dean and education chairs are responsible for overseeing the support and resources provided to students who are experiencing personal challenges. If the situation requires professional counseling or assistance, students are referred to community programs and resources as appropriate (e.g. medical, childcare, legal, abuse, housing, etc.).

4.17 Describe the retention program.



The retention program is focused on motivating students to stay in school and helping them identify and remove the obstacles that prevent them from completing their program. Retention activities begin during orientation and continue throughout each student's program.

Attendance is regularly monitored by faculty and staff. Generally, a student's instructor will contact them if they are absent from class. The instructor's focus is on making sure the student is successful and in maintaining good communication between the school and the student. The information garnered by the instructor or staff is then taken to Academic Support Team meetings for discussion. These meetings include faculty, program chairs and directors and focus on student engagement, attendance and other student issues and obstacles. Although a list of student absences is reviewed at this meeting, a more linear or long term approach is taken to address and solve student issues before they result in student withdrawal from the institution. As potential issues are identified, strategies are implemented to help divert the obstacles and challenges. This is more than just an attendance tracking endeavor; it is instead focused on increased engagement of our student population.

Activities in place to encourage retention include:

- Inspire Training for new faculty members
- Success recognition including the President's List, the Dean's List and Perfect Attendance Awards
- Student appreciation and engagement activities such as Spirit Weeks and Student Appreciation events

Again, we are convinced that enhanced student engagement is the key to student retention and graduation. Thus, we have also implemented enhanced community involvement and engagement by providing meaningful field trips and guest speakers. These activities help to foster relationships between community leaders and students, thus providing a more meaningful student experience.

Finally, in order to further enhance the desire and enthusiasm to remain in school, several positive activities have been implemented. These activities include, but are not limited to: ongoing student appreciation events, "end of mod" celebrations and public recognition of Dean's List, President's List and Perfect Attendance awards.

4.18 Describe employment services offered to students.

Everest College has an active career services department to provide assistance to current students, who are in need of employment as well as to graduates seeking employment after graduation. The department staff works directly with community partners, externship sites and program advisory committee members to assist all students in finding employment. This placement assistance is accomplished not only by presentation of graduates as potential career professionals but also through coaching students in the development of a positive self-image and in assessing competencies, strengths, and career expectations.

The career services department meets with students one on one to coach them on professionalism, resume writing, interviewing and job search skills. Additionally, workshops are offered monthly to help prepare students for the interview and hiring process.

4.18.1 Describe how placement verification is documented.

Graduate employment is documented in the CampusVue student database system and a hard copy file is maintained in the career services office for each graduating student. Placement is verified verbally with the student's employer before being entered into CampusVue. Written verification is also pursued to ensure accurate placement records. Additional verbal verification is completed by the campus support reverification team.

Student placement rates are generated in various reports and this information is discussed at weekly meetings as well as regional meetings. The results are reviewed and analyzed for trends and are used during strategic planning and evaluation sessions.

Graduate and employer surveys provide feedback to the campus about the level of satisfaction from these key stakeholders. Surveys are distributed and collected after the student's graduation/placement.



The feedback received is summarized and analyzed to determine overall satisfaction levels and communicated to the campus' executive committee. The director of career services, in partnership with the academic dean and campus president, implement improvement strategies where needed. Program advisory committee feedback is also used to help measure graduate and employer satisfaction. Meeting minutes are taken and reviewed by campus leadership.

Recommendations or suggestions made by graduates or employers are considered and shared with other interested parties to determine if a recommendation or suggestion is appropriate and feasible. If so, action plans are put into place to implement changes.

- 4.19 Describe the process used to conduct follow-up studies for graduate and employer satisfaction surveys.

Employer Satisfaction – Employer surveys are distributed and collected after graduates are hired. The career services department tracks and summarizes the feedback, which is shared with campus administration quarterly and PAC members twice annually.

Graduate Satisfaction – Graduate surveys are distributed after a student has been placed. The career services department tracks and summarizes the feedback, which is shared with campus administration quarterly and PAC members twice annually.

- 4.20 Describe the programs of extracurricular activities, if any.

Student Ambassador Program: Applicants must have a 3.5 CGPA, good attendance, and a recommendation from faculty to be eligible for this program. There are approximately 28 student ambassadors (16 currently on campus) who, in addition to tutoring fellow students and helping at events such as orientation and graduation, also volunteer in the community. Recent activities undertaken by the ambassadors include 2015 Hampton Roads Kidney Walk, volunteering at Sentara Hospitals, assist with Red-Cross of America on-campus blood drives, and collecting school supplies for children of parents in need.

Career Fairs: Career fairs have been held at least quarterly. The career fairs consist of employers in the fields represented who can offer information and/or job opportunities to our students and graduates. Employers on campus include: Grace Hospice, Virginia Beach Rescue Squad, Top Guard Security Inc. Chick Fil A, One Hour Heating & Air, Sentara Health Systems, Liberty Tax, Lawson realty, Tecnico, Walgreens, Hampton Roads Community Health Center.

Community Service and Relations Activities: The campus sponsors a variety of activities to encourage community service and relations by our staff and students. Recent activities include:

- American Red Cross on campus blood drive
- Participation in the South Norfolk Back to School which staff and students volunteered their time at the event.
- On Campus "Jeans Days" where faculty, staff and students pay a nominal fee to wear jeans for the day. The money raised is used to assist families in need.
- Recognize and promote Breast Cancer and Domestic Violence Awareness months.

- 4.21 Describe any areas needing improvement in the area of relations with students.

Plans for improving relations with students include:

- Continue to focus on student activities to promote school spirit and a sense of community.
- Increase student skills levels and library usage by continuing to offer hands-on seminars in online databases and software applications in the library.
- Implement periodic round table meetings between the campus president and the students to solicit feedback and effect changes.



- Implement a student suggestion board in the student lounge where students can write their suggestions and the Campus President can reply with the action taken on the suggestion.

5. EDUCATIONAL ACTIVITIES

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, must be adequate in breadth and context to achieve it, and must produce measurable results. Another index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon good teaching and upon the ability and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff are among the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution. A third index of institutional quality is the resources available to instructors and students. In responding to the questions below, please consult Sections 3-1-500 through 3-1-544 of the *Accreditation Criteria*.

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution, but they should allow faculty time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, which addresses student-teacher ratios, number of teacher preparations, and number of teaching hours. In responding to the questions below, please consult Sections 3-2-100, 3-3-200, 3-4-200, 3-5-200, and 3-6-400 of the *Accreditation Criteria*.

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

5.1 Describe how the educational programs have been developed based on the institution's mission.

In accordance with the mission statement, Everest College staff and faculty are dedicated to providing high quality education that supports students' personal and professional career development. Quality is promoted through investment in human resources, equipment, facilities and curriculum development.

5.1.1 List each program offered and state the occupational and general objectives of the program. Provide an overview of how these programs are delivered (i.e., lecture, laboratory, self-paced instruction, distance instruction).

The programs offered have been developed with input from a number of sources including campus support center subject matter experts, employers, practitioners and faculty. All diploma programs have lecture and lab components in the majority of modules and all are delivered 100% on-ground. The Allied Health diploma programs contain an externship/clinical component as well.

Degree programs vary in the amount of lecture and laboratory required for each class. Many classes consist of all lecture. The majority of degree program courses are offered either on-ground or online.

The following programs are offered at the campus:

Electrical Technician – Diploma

The commercial and residential electrical industries are constantly evolving as new industry demands require increased skill sets. Graduates need the necessary core and specialty skills to successfully meet electrical standards and be embraced by the marketplace. Through the Electrical Technician diploma program, students will learn skills of electrical safety, tools and theory, the National Electrical Code (NEC), conduit bending, residential and commercial wiring, power distribution, advanced code concepts and motors, industrial controls, Programmable Logic Controllers (PLCs), personal development, jobsite management, fire and security alarms, voice, data, TV, signaling systems and fiber optics. Laboratory experience is an integral part of the program.



Graduates of the Electrical Technician diploma program are qualified for entry-level positions such as commercial and residential electrical technicians, preventive maintenance electrical technicians, industrial maintenance electrical technician, maintenance technician, field service technicians, and installation technicians in any manufacturing industry and market sector that has a need for electrical technicians.

Upon successful completion of all program modules, students will be awarded a diploma.

Heating, Ventilation and Air- Conditioning – Diploma

The Heating, Ventilation and Air Conditioning (HVAC) program provides students the skills required to specialize in the field of heating and air conditioning service and repair. Most areas of the world require some residential climate control, therefore basic electricity, electronic control mechanisms, air conditioning, refrigeration fundamentals, and heating systems are taught in the program.

The HVAC program consists of nine modules. Upon successful completion of all modules of the program, students will be awarded a diploma. Graduates of the program can seek employment as entry-level technicians in the heating, ventilation and air conditioning field, including Sheet Metal Fabrication, Furnace Installation and Repair, Furnace Cleaner, A/C Mechanic, and A/C Installation/Service. Intermediate and advanced positions include Electrical Heat Assembler, Heating & Air Conditioning Installation/Service, Gas Furnace Installation and Repair, Sheet Metal Mechanic, Sheet Metal Lay-Out, Sheet Metal Machine Operator, Sheet Metal Fabricator, Sheet Metal Installer, A/C Unit Tester, A/C Technician, and A/C Mechanic.

Medical Administrative Assistant – Diploma

The Medical Administrative Assistant Program is designed to prepare students for entry-level positions as medical administrative assistants in a variety of health care settings. Students learn various administrative procedures related to the medical office, including patient processing and assessment, processing medical insurance claims, bill collections, and general office procedures utilized in various medical offices. In addition to acquiring manual and hands-on administrative skills, students will acquire computer and keyboarding skills which enables them to become work with the computerized technology that is becoming more visible in the 21st century medical office environment.

The medical professionals have come to rely upon well-trained medical administrative assistants for their ability to handle managed-care insurance claims and the general financial functions of the medical office. This diploma prepares the graduate to fill entry-level positions in various medical facilities i.e. doctors' offices and medical clinics and insurance companies. Completion of the Medical Administrative Assistant Program is acknowledged by the awarding of a diploma.

Medical Assistant – Diploma

The Medical Assistant Diploma Program is designed to prepare students for entry-level positions as medical assistants in a variety of health care settings. Students learn the structure and function of the major body systems in conjunction with medical terminology, diagnostic and therapeutic procedures, computer skills, administrative processes, bookkeeping and accounting practices, and the processing of medical insurance forms and claims.

In recent years, the medical assisting profession has become indispensable to the health care field. Physicians have become more reliant on medical assistants for their front and back office skills. Medical offices and ambulatory care providers, clinics, urgent care centers and insurance providers are seeking their services.

The goal of the Medical Assistant Diploma Program is to prepare competent entry-level medical assistants in the cognitive (Working knowledge), psychomotor (skills), and affective (behavior) learning domains required and necessary to prepare them for entry level positions such as clinical or



administrative assistant, medical receptionist, and medical insurance biller. This program is divided into ten learning units called modules. The first nine modules, MAINTRO through H, are classroom modules. Students are required to complete all modules, starting with a prerequisite introductory module, MAINTRO, and continuing in any sequence until all modules have been completed. If students do not complete any portion of a module, the entire module must be repeated.

Completion of the Medical Assistant Diploma program is acknowledged by the awarding of a diploma.

Pharmacy Technician – Diploma

The Pharmacy Technician diploma program provides both technical and practical training that will enable the technician upon certification, licensure or registration, to function as a competent entry-level pharmacy technician to the licensed pharmacist. The program provides the student with the basic knowledge of and practice in pharmacy calculations, drug distribution systems, and preparation of sterile dosage forms. Computer skills necessary in pharmacy practice will be utilized, and both pharmaceutical and medical terminology and anatomy and physiology are also covered. The program emphasizes theory as well as hands-on practice, followed by an externship which prepares the student for the actual work setting. Upon completion of this program, the graduate will be fully prepared to take the national pharmacy technician certification exam offered by the Pharmacy Technician Certification Board (PTCB).

Pharmacy services have expanded and grown at an accelerated rate. Pharmacy Technicians play a major role in pharmacy operations and in the overall healthcare work force. As pharmacy services continue to grow, with new services being offered, new drugs entering the market, and as comprehensive drug information becomes a necessity, the need for highly-trained pharmacy technicians increases.

Many of the traditional pharmacy functions, once performed by pharmacists, are now being performed by pharmacy technicians. Today's pharmacy technician has assumed a position which supports and enhances the progressive direction taken by pharmacy. The technician has also become the key person in assuring the smooth uninterrupted functioning of traditional pharmacy services.

Pharmacy is a dynamic field requiring an ongoing learning process. Graduates from this training program will become active participants in this growing field by exhibiting competence through knowledge and skills learned through the college.

Dental Assisting- Diploma

The goal of the Dental Assistant program is to provide graduates with the skills and knowledge that will enable them to qualify for entry-level positions as dental assistants. Since they are trained in clinical and radiographic procedures, their services are also sought by general dentists, and dental offices and facilities specializing in pediatrics, orthodontics, endodontics and other specialties, dental schools, dental supply manufacturers, hospital dental departments, dental laboratories and insurance companies.

The objective of the Dental Assistant program is to provide the student with the appropriate didactic theory and hands-on skills required and necessary, to prepare them for entry level positions as dental assistants in today's modern health and dental care offices, dental clinics, and facilities. Students will study diagnostic and procedural terminology as it relates to the accurate completion of dental examinations, procedures, and daily tasks.

The combination of introduced skills taught in this program, will prepare students for the ever-changing field of dentistry and orthodontics. Students study dental radiography, dental sciences, operatory dentistry, laboratory procedures, dental anatomy and orthodontics, and dental health.

Business – Associate of Applied Science



This program is offered to students whose career goals require a broad knowledge of the functional areas of business. Students take coursework in the areas of accounting, general business, management, marketing, human resources, computer applications, and business law. In addition, students choose an area of concentration that will comprise the balance of the courses in the major. The following describes each area of concentration.

Criminal Justice – Associate of Applied Science (teach out)

The Criminal Justice program provides a broad understanding of the criminal justice system and prepares graduates for entry-level career opportunities in corrections, immigration, law enforcement, and/or security. This is not a training program for law enforcement officers. The programs offered have been developed with input from a number of sources including campus support center subject matter experts, employers, practitioners and faculty. All diploma programs have lecture and lab components in the majority of modules and all are delivered 100% on-ground. The Allied Health diploma programs contain an externship/clinical component as well.

Degree programs vary in the amount of lecture and laboratory required for each class. Many classes consist of all lecture. The majority of degree program courses are offered either on-ground or online.

Accounting – Associate of Science (teach-out)

Accounting is the language of business and accounting procedures and records are the basic ingredients that provide students with a broad and diverse background in professional accounting, making a variety of entry-level positions in business, industry, and governmental accounting fields available to graduates of this program.

5.2 Identify who is responsible for the following at the campus. Describe their academic and/or experiential qualifications for this position:

5.2.1 Overall administration of all academic programs.

The Director of Education, Ms. Patricia Stacy holds a B.S. from Everest University. She has been with Everest for approximately 11 years while serving in an array of roles from student finance planner, director of student finance, and now as the director of education.

5.2.2 Administration of each academic program offered.

- Ms. Melinda Adlawan is the pharmacy technician program chair and is a Registered Certified Pharmacy Technician with over 15 years of experience in the field.
- Mr. Cedric Hollie is the medical assistant and medical administrative assistant program chair. He has over 15 years experience in the field and hold a bachelors in health science.
- Ms. Dawn Ruiz is the dental assistant program chair and hold a certificate of radiation hygiene and safety. She has over 18 years of experience in the field.
- Mr. Brian Stanley is the electrician and heating, ventilation, and air conditioning program chair. He is a master electrician with over 35 years of experience in the field.
- Ms. Noelle Pinkard is the Business and Criminal Justice program chair. She has a master in business and a Juris Doctor with over 15 years of experience in the field.

5.3 Describe the role of the faculty, administration, and others in establishing the educational programs.

Program advisory committees (PACs) have been established for all programs. Members of the advisory committees have been selected based upon their employment experiences and current positions that are relative to the curriculum. Some advisory committees also include current student or alumni members. The advisory committees generally meet twice a year to review curricula and facilities, provide feedback relative to



effectiveness of the programs in meeting industry needs and to offer information and suggestions regarding current industry trends and potential development of new programs based on the community's employment needs.

Input of instructors and administrators is also gathered through meetings, conference calls and emails with campus support teams at our campus support center. Recommended changes are typically communicated up through the education chairs to the academic dean and then to the campus support center curriculum support teams. Instructors and education chairs are also encouraged to participate in end of term and lesson plan surveys that are then reviewed by the curriculum support team.

5.4 Describe how the educational programs reflect the needs of the students and the community.

Everest College fulfills its mission by offering quality two-year programs and diploma programs that provide up-to-date training for well-established career fields as well as for the most current employment opportunities. Contacts and inquiries from local businesses, industry, and prospective students about course offerings are an indication that the campuses offerings meet the local needs. The placement of students in the community, in locally owned and operated businesses as well as regional and national industry is further evidence that the objectives are appropriate to the needs of the area.

Contact with graduates working in the community provides feedback for determining if areas of insufficiency exist. Day and evening course offerings provide alternatives for working students as well as providing business and industry flexibility in granting employees the opportunity to attend classes to improve their skills. Year-round operation and a well-planned sequence of course offerings accommodate people in almost any employment situation or lifestyle.

5.5 How are provisions made for individual educational differences among students?

The campus provides individualized attention for its students and students are encouraged to discuss challenges and barriers with administrative staff and instructors. The education team and staff are available as resources to students with challenges that ultimately affect their ability to complete their program. Students with academic difficulties are encouraged, and at times required, to seek assistance through tutoring, advising and/or refresher sessions.

Within the classroom, course content delivery is varied to accommodate different learning styles. Instructors use a variety of instructional methods that may include lecture, group discussions, individual and group projects, video presentations, research projects, field trips, and guest speakers. Interactive learning through technology, such as SMART boards, is utilized in a number of programs. Students with documented disabilities are provided reasonable accommodations when requested.

5.6 How are the community resources utilized to enrich the programs?

Community resources are an integral part of the programs and services offered at the campus. Use of these resources is intended to serve as a means for information to flow from the community to the campus and students, as well as for increasing community awareness of our programs and students.

The director of career services, account representatives, career representatives, and education chairs/lead instructors attend community and networking events that give visibility to Everest College and our students. This helps us to bridge the gap between what we offer at the campus and what employers want in their next employee.

Field trips and guest speakers are utilized to enhance the student learning experience by providing additional insight into the field of study. The career services and academics department both provide ideas for potential speakers and field trips. Students, graduates, and program advisory committee members are also sources for ideas.

Program advisory committees are also used to solicit advice and/or assistance in the following areas:



- Curriculum review and learning resources
- Equipment/facilities recommendations
- Laboratory equipment
- Employer needs
- Externship effectiveness
- Employment/industry outlook

5.6.1 Describe how the utilization of these resources is documented.

Documentation for field trips and guest speakers is kept in a binder. Additionally, the campus will often take pictures as well as maintain copies of brochures, handouts or other literature associated with the event. Finally, the campus will also collect business cards from guest speakers or the coordinator of the local field trip event and will also send out an email thanking them for their participation.

5.7 Describe the policy on the responsibility and authority of faculty in academic governance.

The academic freedom, responsibility and governance policy recognizes and encourages each instructor's individual contribution to the organization and to the greater academic community. It supports the professional development of faculty through the commitment of financial resources in the annual budget process. Faculty input regarding textbooks, equipment needs, and course content and objectives is regularly sought during in-service and department meetings, through periodic surveys, and in annual planning and performance review processes. Additionally, faculty input is solicited when the school evaluates its effectiveness in meeting accreditation standards regarding student outcomes. The concept of academic freedom must be accompanied by an equally demanding concept of academic responsibility. Faculty members have a responsibility to the school, their profession, their students, and the community. The fundamental responsibilities of faculty members as teachers include maintenance of competence in their field of specialization and exhibition of professional competence in the classroom.

5.7.1 How was the academic governance policy communicated to the faculty?

Each faculty member is provided with a copy of the policy during the onboarding process which includes an acknowledgement that each faculty member signs indicating that they have read and understood the policy. Periodic in-services are also conducted to further evaluate and discuss this policy with both new and existing faculty. If the policy is updated, faculty are asked to sign a new acknowledgement form.

5.8 Is there a detailed syllabus on file for each course?

A standardized syllabus is on file for each course taught and adherence to accreditation and regulatory requirements is of utmost importance. Standardization helps to ensure consistency and compliance of the materials. In addition, standardization fosters academic freedom according to the individual instructor's teaching style and educational needs of the students.

5.8.1 How are syllabi developed?

Syllabi are initially developed as part of the program development process overseen by curriculum managers at the campus support center. This process involves research and input from a variety of subject matter experts in curriculum design, education and the industry/discipline.

5.8.2 How often are the syllabi revised?

There is no set time for revising syllabi. Modifications are made as needed when there are textbook updates or corrections.

5.8.3 Describe the process for revising syllabi.



Modifications are made as needed based on changes in the industry and/or new accreditor and regulatory requirements. Any substantive changes to a syllabus, textbook or course objective must be approved by the campus support center curriculum support team.

5.8.4 How are out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

Out-of-class assignments are incorporated into the syllabi based on the type of program or course of study a student is pursuing. The information provided in the syllabi indicates that students in degree programs should plan to spend a minimum of up to two hours per day outside of class completing homework assignments as directed by the instructor. In addition, students in diploma programs will be expected to complete assigned homework and other out-of-class assignments in order to successfully meet course objectives as set forth in the course/program syllabi.

5.9 Describe any internship/externship programs, indicating name of program, procedure, and person(s) responsible for the oversight of these activities. Have both the campus and the practicum site signed an agreement outlining the arrangements of the internship/externship? Describe the contents of the agreement.

A 200-hour externship is required of all students enrolled in the following diploma programs:

- Medical Administrative Assistant
- Medical Assistant
- Dental Assistant
- Pharmacy Technician

The externship coordinator is responsible for oversight of the externship activities and the education chairs and instructors are responsible to coordinate with the externship coordinator for conducting all site visits.

Potential sites are initially identified by career services staff. Prior to assigning students to a site and signing a contract/agreement, on-site reviews are conducted by appropriately qualified instructors and/or career services staff to ensure the site is appropriate and safe. Once approved, the agreement is signed by the site, the director of career services or externship administrator and the campus president. Copies of the agreements are maintained in the president's office and with the career services department.

The site provides the facilities to help train the extern in the practical application of training received in the classroom. The site supervisor monitors and evaluates the student's performance during the externship experience. The campus has the responsibility of ensuring that sites are available for externships, setting up a visitation schedule with the site and tracking student performance.

5.10 Describe the methods utilized to evaluate and revise the curricula. Identify any differences in these procedures among various programs.

All programs are periodically reviewed by the campus support curriculum team, education chairs, lead instructors, instructors, and program advisory committees. Feedback and input from these individuals, as well as from employers, graduates and students, provide a basis for the evaluation and revision of the curricula.

The education chairs meet with the instructors within their departments on a regular basis and encourage open discussion about the programs. In-services also provide a platform for instructors to share ideas and suggestions for improving instruction and educational delivery. Requests and suggestions from these meetings are communicated to curriculum support managers and are also shared with the campus president. Instructors can also provide feedback directly to curriculum support through electronic end of term and lesson plan evaluations. Depending on the recommendation, a change may be initiated at the campus level or may require campus support, regulatory and/or accreditation approval prior to implementation.

Employers and graduates are surveyed throughout the year and this information is shared with appropriate campus administration and instructors as well as regional and divisional leadership. These activities are another way in which changes can be initiated.



5.10.1 If advisory boards are utilized, list board members and their qualifications.

The campus maintains active program advisory committees for each program, or group of related programs. As mentioned previously, members review the curriculum; discuss industry trends and share and exchange ideas for the purpose of improving programs. Current members of the program advisory committees for each program are listed below.

Member Name	Employer	Title
Medical Administrative Assistant		
Belinda Pitts	Women First OB/GYN & Associates	Office Manager/Practice Manager
Ryllee Mitchell	The Lee Group	Marketing Coordinator
Jessica Runge	The Lee Group	Recruiter
Medical Assistant		
Belinda Pitts	Women First OB/GYN & Associate	Office Manager/Practice Manager
Yvonne Pendleton	Hampton Roads Community Health Center	Human Resources Director
Michael Dudley	Eastern Virginia Medical School	HR Recruiter
Dental Assisting		
Lynn Faxio D.D.S.	Affordable Dentures	Dentist
Olletta Whitfield	Affordable Dentures	Office Manager
Ken Spencer	Affordable Dentures	Lab Tech
Pharmacy Technician		
Klista C. Najewicz	Maryview Hospital Pharmacy Dept.	Pharmacist
Sharon Holland	Maryview Hospital Pharmacy Dept.	CPhT
Ashleigh Champigny	Maryview Hospital Pharmacy Dept.	CPhT
Business Administration		
Pamela Montgomery	Liberty Tax	Recruiter
Natasha Walker	Cox Communications	Recruiter
Robert Lang	Liberty Tax	Human Resources
Leatric Rush	Cox Communications	Recruiter
Criminal Justice		
Scott Cravey	City of Portsmouth	Crime Analyst
Jesse Minton	Real Estate Firm	Attorney
Robert Lang	Graduate-Liberty Tax	Human Resources
Electrical Technician		
Rebecca Steel	Cushman & Wakefield/Thalhimerl	Technician
Suzanne Jones	Cushman & Wakefield/Thalhimer	Technician
Robbie Taylor	Technico	Technician
HVAC		
Rebecca Steel	Cushman & Wakefield/Thalhimer	Technician
Suzanne Jones	Cushman & Wakefield/Thalhimer	Technician
Robbie Taylor	Technico	Technician

5.11 How was the length of each program determined?



The length of each program was initially established by the curriculum support team based upon accreditation and regulatory requirements as well as comparable program lengths at other institutions. The basic outline for determining program length includes evaluating the following factors:

- Program objectives
- The award to be granted (academic degree or diploma)
- Regulatory and accreditation requirements
- Methods of instruction
- The level of skill mastery required for entry-level employment in the field

5.12 Do any programs include training by a third party? If so, please explain.

Not Applicable.

5.13 Is licensure or other certification required for persons employed in any program areas offered?

Yes No

5.13.1 If yes, list specific skills that students will need to acquire in order to be licensed or certified and how the curriculum provides for attainment of these skills.

The pharmacy technician program provides students with basic knowledge of and practice in pharmacy calculations, drug distribution systems, preparation of sterile dosage forms, basic computer skills, pharmacology, medical terminology, and anatomy and physiology.

5.13.2 Describe any applicable examinations and the pass rate on each of these exams.

In Virginia, Students must take and pass the state Liscense exam to work in the field. The summary for the Pharmacy Technician Program below reflects tracked data for graduates from the pharmacy technician program that have successfully registered with the state of Virginia. Registration with the state of Virginia is required for employment purposes. In order to obtain licensure from the state of Virginia the pharmacy technician must provide proof of completion of a credentialed program. At completion of the pharmacy technician program the graduates are instructed to fill out the appropriate online application, fees are paid for by Everest.

Cohort	# of Grads	# of Grads Registered w/ the State of VA	% Registered w/ State of VA
2014	68	46	68%
2013	50	32	64%
Baseline	55	39	66%

The number of exams attempted decreased by 5% in 2014. The importance of the exam has been emphasized in the classroom and the student's understand that they need to take the exam. The exam rate and failure rate decreased from 2013 to 2014. Now all students are required to take the Virginia Start Board of Pharmacy exam. The registration goal for 2015 and beyond is to have 100% of graduates register with the state of Virginia with 80% passing. The PTCB certification goal for 2015 and beyond is to have 100% of student attempting the exam and 70% passing.

Regarding the Medical Assisting Program after January 1st, 2015, certification is mandatory for all medical assistants employed in the healthcare industry with access to protected health information. Students are able to take the exam during their 7th module at the cost of the campus to assure they are certified during externship. Candidates must hold a high school diploma or GED in order to obtain an official certification upon successful completion of the NHA CCMA Exam, per NHA guidelines.



Because the MA Certification was not mandatory for Medical Assistants to be employed we were not tracking the data prior to that date. As of March 2015 the Medical Assisting Program Director is tracking the certification data.

- 5.14 If applicable, share details on any program that requires specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved. (Include name of the program and name of the specialized agency.)

The Pharmacy Technician program is accredited by the American Society of Health-System Pharmacists, 7272 Wisconsin Avenue, Bethesda, MD 20814, 301.657.3000, www.ashp.org.

Copies of accreditation, approvals and membership documentation are available for inspection at the campus.

- 5.14.1 Explain the current status in holding such accreditation.

Current with Accrediation.

- 5.14.2 How have students been notified of this requirement and how it affects their employability following program completion?

Not Applicable.

- 5.15 How are appropriate course sequencing and prerequisites determined?

Sequencing and prerequisites/co-requisites are established by the curriculum support team with input from industry and academic subject matter experts and through research regarding how programs at comparable institutions sequence similar programs.

- 5.15.1 How is the curriculum structured to ensure an increasing level of difficulty as the student progresses?

Programs that contain coursework requiring prerequisites follow a logical progression from fundamentals to more sophisticated applications. The prerequisites support and reflect the progressive nature of the coursework.

- 5.16 How is the need for curriculum changes determined?

The need for curricula changes is determined through input and recommendations from a number of sources including the curriculum support team, program advisory committees, campus administration and instructors, students, graduates and employers.

The curriculum support team keeps up-to-date on trends and changes occurring within a field of study through research and interaction with industry, practitioners, educators and employers. Changes to processes or course content are communicated to education chairs in the field and feedback is encouraged. Instructors are encouraged to evaluate class materials and content and make suggestions to their education chair/lead instructor or directly to curriculum support.

Program advisory committee members review curriculum and course content at least once a year for the purpose of soliciting their input on the relevance of the materials being taught and equipment being used. Career services along with education chairs or lead instructors typically facilitate these meetings. Minutes from these meetings are shared with campus administration and they are also uploaded to the internal portal for review by other interested parties (e.g. curriculum managers).

Feedback and discussion from these meetings may lead to evaluation and revision of the educational programs. Information and feedback from employers regarding graduate preparedness upon initial employment is solicited through periodic surveys. Graduate surveys are also utilized to determine satisfaction with the program and how well it prepared the graduate for employment. Completed surveys are maintained by the career services department and summarized on a periodic basis (at minimum, annually).

- 5.16.1 How are faculty members involved in curriculum evaluation and revision?



Instructors provide input regarding textbooks, equipment needs, library resources and course content and objectives through in-service and program meetings and informally through discussions with education chairs and/or the academic dean. Feedback is shared with the curriculum support team as appropriate. Instructors may also provide feedback directly to the curriculum support team by using an electronic course evaluation and/or electronic instructor lesson plan evaluation

5.16.2 How does the campus utilize follow-up studies of its graduates and employers to assist in curriculum evaluation and revision?

Graduate surveys are conducted to obtain feedback and suggestions. The returned surveys are reviewed and summarized by the career services department and the summary data is shared with campus leadership. This summary data is also included and analyzed in the campus effectiveness plan (CEP).

5.17 What curriculum changes have been made during the last three years?

Program curricula are continuously reviewed and revised to keep up with new industry developments and technology and to comply with accreditation standards and regulatory requirements. Textbooks, software and equipment are updated as needed and appropriate.

Within the last three years the medical billing and coding diploma program has been taught out. Additional changes that have occurred over the years include the following:

- Dental assistant diploma program adopted a new curriculum.
- Pharmacy Technician program revised curriculum.
- All syllabi have been revised to comply with new USDE requirements. Disclosure of out-of-class assignments and study requirements were added and estimated time that students are expected to spend on various required activities were also incorporated into the syllabi.

5.17.1 What changes are contemplated for the next three years?

With the transition to Zenith Education Group we will see changes made to the curriculum for majority of the programs offered at the Chesapeake Campus.

5.18 How does the campus determine the appropriate allocation of contact time among lecture, laboratory, and intern/externship activities?

In addition to adhering to accreditation and regulatory requirements, allocation of contact time among lecture, laboratory, and intern/externship activities is established through recommendations of field, education and curriculum specialists. Entry-level employment expectations are also a factor in determining the appropriate allocation.

The required number of contact hours for each course, including how the hours are allocated, is communicated to academic administration and instructors through training, program manuals and syllabi. The academic dean, with assistance from education chairs and the registrar, develops a course offering schedule and through classroom observations and monitoring of breaks, they ensure that the appropriate contact hours are being met. For externships, hours are monitored using weekly timecards that are signed by the student and the site and submitted to the career services department.

In addition to the classroom and laboratory hours, students are expected to complete assigned homework and other out-of-class assignments in order to successfully meet course objectives as set forth in the course syllabus.

5.18.1 How does the campus monitor the number of contact hours completed for each course?

The academic dean and the education chairs work together to schedule classes each term, paying close attention to the required contact hours. The time allocation is monitored as a part of the classroom



evaluation process to ensure the correct amount of contact time between lecture and hands-on experiences reflects the credit awarded for that particular class.

- 5.19 What are the procedures for developing the application of the U.S. Department of Education's definition of a credit hour (as required in Section 2-2-503 of the *Accreditation Criteria*)?

Everest awards credit in the form of quarter credits. One quarter credit is equivalent to a minimum of 10 clock hours of theory or lecture instruction, a minimum of 20 clock hours of supervised laboratory instruction, or a minimum of 30 clock hours of externship/internship practice.

- 5.19.1 Where are the procedures published?

Procedures are published on page four of the catalog.

- 5.20 How does the campus determine the appropriate scheduling of classes in relationship to the needs of the students?

The campus endeavors to keep students enrolled in the desired number of courses and in a timeframe that allows students to complete their program of study on a timely basis. Classes are offered in morning, afternoon and evening sessions, but not all courses may be available during each session, each term. Students unable to find desirable class offerings may choose online or consortium options. Course offerings are vetted by the education chairs and aligned in a wheel format to meet the individual cohort needs.

- 5.21 If applicable, describe the method used to evaluate and award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences.

Students may earn credit for life experience through the prior learning assessment program. This program is designed to translate personal and professional experiences into academic credit. Procedures for applying for credit through experiential learning are available in the academic dean's office.

INSTRUCTION AND FACULTY

In responding to the questions below, please consult Section 3-2-200, 3-3-300, 3-4-300, 3-5-300, and 3-6-500 of the Accreditation Criteria.

- 5.22 Describe how physical facilities, equipment, and resources are used to enhance classroom instruction.

The physical facilities of the campus have been specifically constructed for the educational programs offered. Students are provided with a clean, comfortable, well-lit, safe and educationally appropriate atmosphere. Classrooms and labs have ample space, equipment and supplies to accommodate the student enrollment and promote the achievement of educational objectives. The facility, equipment, furniture and supplies are monitored continually by academic administration, instructors and campus administration to ensure timely maintenance, updates and replacements as needed.

Many classrooms are equipped with presentation technology that includes a computer and a CD/DVD player. Wireless internet connection is available in all classrooms. Additionally, many of the classrooms are equipped with SMART boards to encourage an interactive educational experience.

The library has 10 computers for student use, as well a copy machine and printer. The library offers all students access to supplemental resources they can use for research, reference, homework assignments, projects and expanding their exposure and knowledge of a topic or discipline. The library provides both on-ground materials and a collection of online resources and databases that can be accessed from any internet-connected computer.

- 5.23 How are learning materials selected? Describe how instructional procedures and materials are evaluated to determine their effectiveness.

The majority of instructional procedures and materials are selected as part of the curriculum development and revision process overseen by the curriculum support team at campus support. This process involves input from



education, curriculum and field professionals, PAC members, as well as consideration of accreditor and the U.S. Department of Education requirements.

At the campus level, instructors exercise their academic freedom by supplementing primary course materials with additional resources based on their experience and background. It is expected that instructors will enhance the coursework with their own examples, cases, and discussion content.

Evaluating the effectiveness of learning materials is an ongoing process. Students provide input through periodic course evaluations and semi-annual surveys of campus operations. Instructors provide input through voluntary online evaluations that are reviewed by the curriculum support team. In addition, instructors, academic administration and other campus administrators provide input and suggestions during department meetings and in-services and through open communication with the curriculum support team and other campus support departments. Program advisory committee members also provide input to the campus based on their knowledge and experience in the field.

While some changes and additions to procedures and materials may be implemented locally, more significant changes require campus support approval. Significant changes are generally implemented uniformly across all Zenith institutions.

- 5.24 Describe how the campus ensures that students have access to appropriate learning materials (e.g., textbooks, laboratory equipment).

The campus maintains an inventory of appropriate textbooks and supplies to ensure that each student has access to approved books and educational materials. Students are issued required textbooks and educational materials at the appropriate, predetermined time.

The library maintains copies of reference materials, online and on-ground supplemental resources and other learning materials and equipment (e.g. computers and copiers) for use by students. The library is open for student use approximately 57 hours per week.

Class sizes are limited to ensure that each student has appropriate access to laboratory and classroom resources and equipment.

- 5.25 Describe how the campus ensures that it maintains appropriate licenses for computer software and how it ensures compliance with copyright laws.

Programs may not be installed on computers without proper authorization. The campus employs a network administrator who is responsible for downloading approved software. Licenses for computer software are maintained by the campus support center and copies are available for the campus. The campus has an official copyright policy which is posted in the student learning center and above the copy machines in other areas to ensure that all users are aware of the policy and are not in violation.

- 5.26 Who is responsible for faculty orientation?

Primary responsibility for orienting new instructors to the campus lies with the HR designate, education chairs, lead instructors, and/or the academic dean.

- 5.26.1 Describe the orientation of the faculty to the campus.

New instructors complete a new employee orientation program that introduces them to Everest and Zenith and explains job descriptions, policies and expectations. Portions of the orientation are conducted online and other portions are conducted by the HR designate, education chair, academic dean and/or campus leadership. All new instructors also attend “Inspire!” workshops that focus on classroom management, teaching techniques and the needs of the adult learner.

- 5.27 How does the administration determine the qualifications of a faculty member to teach a particular course?



All instructors must meet the minimum requirements of the ACICS Criteria for the program and credential level for which they are being considered. Prior to being considered for a teaching position, each applicant's resume, educational transcripts, licenses/certifications and/or practical experience are reviewed and evaluated at the campus and campus support center. ACICS requirements and the particular course(s) the potential instructor will teach are taken into consideration.

5.27.1 Describe qualifications of non-degreed teachers for the subjects they teach.

Instructors teaching in diploma programs are required to have training, certification/licensure and/or work experience in the subject matter they teach.

5.27.2 How are the qualifications documented?

Evidence of each instructor's qualifications, which may include official transcripts, copies of licenses/certification and resume, is maintained in the instructor's academic file.

5.28 Describe the procedure for collecting official transcripts, for qualifying credentials and/or those listed in the catalog, for faculty members.

Before an offer of employment is made, potential instructors are requested to bring in unofficial transcripts that can be reviewed and evaluated. Once the instructor is approved for employment, the instructor is required to complete a transcript request to obtain official transcripts.

5.28.1 If there are faculty members whose official transcripts are not on file, document what efforts are being made to obtain them. Please include any unique circumstances that may impact the ability to obtain such transcripts (such as political instability, institution closing, etc.).

Official transcripts for instructors are expected to be received within four weeks of employment and placed in the instructor's academic file. Failure to secure official transcripts by the end of the first term of employment may result in termination.

5.29 In what ways does the campus evaluate instruction?

Instruction is evaluated formally and informally by students and administration. Students complete periodic evaluations of their courses and instructors as part of the formal classroom evaluation process. Students also express their opinions regarding the quality of instruction as a part of the semiannual student survey of campus operations. Graduates from the programs may also express their opinions on their educational experience as part of graduate survey initiatives.

Formal reviews of full-time instructor's performance are conducted annually by the instructor's education chair or academic dean. Objectives and methods for improvement are determined, with implementation and evaluative follow-up.

All instructors are periodically observed in the classroom by the education chair, the academic dean, or other designated instructor/staff member to help assess instructor performance with respect to course presentation, methods of delivery and means of relating to students. The results of the classroom observation are then discussed with the individual instructor and the original form is placed in the instructor's academic file. The data gathered through this process are analyzed and considered during instructor development planning.

5.29.1 What systematic processes are in place to enhance and promote teaching effectiveness?

Annual instructor professional development is a requirement to help ensure that instructors keep current with teaching methodologies, new technology and changes in their respective field(s). All instructors must participate in periodic in-service sessions and "Inspire!" workshops and complete a minimum of one professional growth activity each year.

5.30 What is the system in place to ensure that annual faculty development plans are on file for each member of the faculty and signed by the faculty member and his/her supervisor?



Each faculty member is required to complete his/her development plan. The plan is then reviewed and discussed with the academic dean. Necessary corrections and amendments are then made.

5.30.1 How are the activities on the plan determined? How does the campus ensure that the plans are individualized for each faculty member?

All faculty members, with input from the academic dean, are required to establish and implement a professional development plan on an annual basis. Activities of the plan are determined based on the instructor's experience, goals and performance. All instructors must complete both in-service and professional growth activities. Each faculty member tailors their plan to their individual needs to make them a better instructor and keep up with their prospective industry.

5.30.2 How is the plan implemented?

Plans are implemented on a calendar year basis. Instructors who are hired mid-way through the year will only have a partial-year plan on file. Plans are periodically reviewed and updated and instructors are encouraged to provide documentation of completed activities as they occur. At the end of each plan year, documentation of all completed activities is obtained and kept with the plan.

5.30.3 How often is the plan reviewed?

Plans are periodically reviewed and updated and instructors are encouraged to provide documentation of completed activities as they occur.

5.31 Describe how the campus ensures that all faculty complete development plans.

All instructors are required to complete a faculty development plan in consultation with their education chair or academic dean. New instructors establish a plan upon hire and continuing instructors establish new plans annually. At minimum, the plans are reviewed annually.

5.31.1 How are the activities documented by the campus?

Instructors are encouraged to provide documentation as activities are completed, but at minimum, evidence of completed activities is obtained and documented in the instructor's academic file at the end of each plan year.

5.32 Describe the program of in-service training for the improvement of instruction and curriculum.

Everest College sponsors or solicits the sponsorship of periodic in-service activities designed to improve its instructors' teaching abilities and curriculum on appropriate topics such as instructional methodologies and new educational media. Upcoming in-services are planned to address relevant topics of interest to faculty members.

5.32.1 List the schedule for the next 12 months.

- 09/14/15- Placing your graduates
- 10/08/15- Time Management
- 11/05/15 -Classroom Management Principles
- 12/14/15 - Motivating adult learners

5.33 Describe how the administration documents professional growth for full- and part-time faculty members.

Instructors are encouraged to provide documentation as activities are completed, but at minimum, evidence of completed activities is obtained and documented in the instructor's academic file at the end of each plan year. Examples of documentation may include a certificate of attendance or completion, transcript or grade report for continuing education, copy of certification/license renewal, print-out of online training open courseware completed and/or copies of materials from a conference or workshop attended.

5.34 Describe the frequency, content, and documentation of faculty meetings.



The academics department participates in a variety of meetings: in-service training, program-specific meetings and academics departmental meetings.

In-Service Training

Under the direction of the academic dean, six formal in-service training sessions are scheduled during the year. In-service training includes seminars on teaching techniques, student motivation strategies, classroom technology and other related subjects of importance to help instructors achieve the highest quality of instruction and student service.

Instructors may also be asked to share specific experiences and best practices. In-service attendance and content/minutes are maintained by the academic dean and certificates of attendance are maintained in instructors' academic files.

Program Specific Meetings

Departmental faculty meetings are typically facilitated by the education chair or lead instructor for the program. Meetings are conducted on a regular basis and typically include retention and attendance results from the term, discussion of what improvements are needed in the program, review of new initiatives, policies and/or procedures, open discussion to share ideas, best practices and requests for materials or resources. Other meetings may be scheduled as necessary throughout the year based on updated program curriculum/policies or other changes that require immediate communication and/or action.

Academics Departmental Meetings

These meetings are typically held monthly. Meetings are conducted by the academic dean, or designee. Topics include academic and campus policies and procedures, internal and accreditor compliance and retention and attendance strategies. The objective of these meetings is to disseminate important information, obtain instructor feedback, and clarify any issues brought forth by the instructors.

5.35 Describe the plans for ongoing improvement in curriculum and faculty.

Both curriculum and instructional effectiveness are regularly evaluated through formal processes including graduate surveys, employer surveys, program advisory committee meetings and student surveys. Feedback is evaluated by the education chair and academic dean. The education chair or academic dean shares this information with individuals at the campus support center for consideration and approval.

All instructors are required to complete professional development activities throughout the year in order to stay current in educational and professional developments. Faculty development plans will continue to be used and monitored to ensure ongoing improvement for instructors.

5.36 What are the normal teaching loads, number of field preparations, and number of subject preparations for full-time and part-time instructors at the campus?

The normal teaching load for full-time modular instructors is 40 contact hours per week. Part-time instructors teach 20 contact hours per week. Education chairs and lead instructors may also be required to teach one or two courses/mod per term.

For the linear programs, the normal teaching load for experienced adjunct instructors may be scheduled to teach up to four courses per quarter. Field preparations are limited to three or less and are generally kept to one or two. Subject preparations are limited to four or less during any given term. The education chair may also teach up to four courses per quarter.

5.37 What is the student-teacher ratio, for each program area, at the campus?

The student-teacher ratio for the campus is 24:1.

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREE INSTITUTIONS



5.38 Describe how the general education courses offered by the campus contribute to the development of the student.

The general education courses offered by the campus satisfy the minimum requirements for the associate's degrees. The general education courses broaden the student's capacity to understand the society in which they live and to interact in a wide variety of personal and job settings.

5.38.1 Cite examples:

- In the basic critical thinking course, students enhance their reasoning and problem-solving skills when learning to dissect arguments on a variety of topics, to identify any fallacies, and to reconstruct poor arguments.
- In composition I and II, they learn to improve the clarity and grammatical correctness of their writing while imposing unity and coherence on their ideas and supporting materials.
- In oral communications, students improve their ability to organize and present ideas and information that they tailor to specific listeners and to commonly encountered situations.
- In the college algebra and course, students apply the mathematical concepts they learn to everyday concerns such as credit card interest and thus become more knowledgeable consumers of credit.
- General psychology students gain insight into human development and personality, the different approaches of the fields, and the kinds of professional help available. Emphasis is placed on understanding stress, identifying negative coping mechanisms, and learning good stress management techniques.

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

5.39 Describe how part-time faculty are utilized by the campus.

Part-time instructors are an integral part of the academics department. Many part-time instructors are working concurrently in their field and are able to incorporate this experience into classroom and laboratory learning.

5.39.1 What percentage of the faculty is part-time?

Currently, approximately 65% of the instructors are part-time/adjunct.

5.39.2 Describe the procedures for evaluation and monitoring of part-time faculty.

Part-time instructors are evaluated through student evaluations, classroom observations and assessment of their professional development activities.

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

5.40 What percent of those subjects which are part of academic associate's, bachelor's, and/or master's degree programs are taught by faculty members possessing advanced degrees as required in the Accreditation Criteria?

Approximately 95% of all degree subjects are taught by instructors with advanced degrees.

5.40.1 Describe the efforts to recruit and retain qualified faculty members.

Recruitment of instructors is done through employee referrals, program advisory committee referrals and general recruitment activities through online job boards. Instructor retention begins with effectively orienting, training, and mentoring new instructors. Education chairs work closely with new instructors to ensure their success. Monthly in-class observations are completed by the academic administration. Students are also required to complete evaluations of their courses and instructors at the end of each



term. If areas of improvement are identified through the various evaluations conducted, appropriate coaching is provided and specific developmental activities may be required.

- 5.41 What evidence is available to indicate that the members of the faculty are teaching courses which are based on their major and minor academic preparation and related experience?

Each degree instructor's academic file contains official transcript(s) documenting the courses within the major and minor fields of study for that instructor. In addition, the academic file contains a resume detailing work experience and other information related to the life and work experiences of the individual. Other documents may include professional credentials, certifications, and licensure.

- 5.41.1 If any faculty members teach a course outside of their academic major or minor, list their names and describe for each, how the administration determined their qualifications to teach their assigned subject(s). How are the qualifications documented?

Not Applicable.

- 5.42 Describe how the campus ensures that there is sufficient enrollment in the second year of a two-year program or upper division courses in baccalaureate degree programs.

Students enrolled in an associate's degree program are advised regarding the sequence of courses offered through the duration of their course of study. Each year a schedule is designed that reflects the courses needed for students at various stages in their program to ensure that adequate courses across the upper and lower division levels are offered to satisfy student needs. An assessment of students entering their second year is reviewed and included as schedules are developed within the overall scope of the master schedule of classes that each program provides to their students during the initial orientation at the beginning of each term.



6. EDUCATIONAL FACILITIES

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curriculum, faculty, and students. In responding to the questions below, please consult Sections 3-1-600 through 3-1-602 of the *Accreditation Criteria*.

- 6.1 Describe how the buildings, classrooms, equipment, furniture, and surroundings meet the needs of the campus in size and scope.

The building has approximately 26,900 square feet including five lecture rooms, four computer laboratories, two medical laboratories, one dental laboratory with three operatories, a pharmacy technician lab, three electrical labs, three HVAC labs, library/resource center, administrative offices, two student lounges, a book room, and restrooms.

- 6.1.1 Describe how the facility in compliance with all applicable federal, state, and local codes for occupancy and safety?

Federal, state and local licenses and certificates are located in the campus president's office as well as the academic dean's office and are available on request.

- 6.2 Does the campus utilize a campus addition or additional space?

Yes No

- 6.2.1 If yes, describe these locations.

Not Applicable

- 6.3 Describe any plans to improve the physical plant and equipment.

While the facilities and equipment are constantly being assessed to determine what improvements can be made to better serve students, present plans call for:

- Refresh including walls, carpets, tiles, ceiling, and doors.

7. PUBLICATIONS

It is important that an institution recognize the value of "truth in advertising" when promoting its operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and must reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft. In responding to the questions below, please consult Sections 3-1-700 through 3-1-703 and Appendix C of the *Accreditation Criteria*.

- 7.1 Describe how the catalog reflects the educational programs, operations, and services.

The catalog contains specific sections information about admissions requirements, educational program descriptions, satisfactory academic progress, administrative policies, financial aid and refund policies and student services available to students.

- 7.1.1 How often is the catalog published?

The catalog is typically published once every two years. A catalog addendum is issued as changes occur between reprints.

- 7.2 How does the campus ensure that all enrolled students receive a copy of the campus catalog?



Students receive a copy of the catalog and addendum during the enrollment process and confirm receipt by signing a disclosure. The catalog is reviewed during the admissions process and further referenced during orientation activities with new students and with re-entering students as part of their formal re-enrollment and financial aid processing.

7.2.1 What other publications are provided to enrolled students?

During orientation, students receive an Everest folder with collateral materials relating to the student's educational program.

7.3 Describe the advertising and promotional literature.

Advertising is done through various outlets including television, newspaper, direct mail, the local telephone book, the Internet, and local high school workshops. Print materials include brochures and flyers. The campus support center marketing department creates, produces, and schedules advertising. The advertisements and literature focus on academic programs, career options, and student services. All of the advertising and promotion material produced for the campus is accurate and adheres to ethical practices in advertising.

7.4 Describe any plans for changes in publications.

The catalog is regularly updated with addenda in order to remain current and comply with state, federal and accreditation requirements. Advertising and promotional literature is also updated on a regular basis to ensure accuracy and compliance.

7.5 If applicable, describe how the courses are numbered and identified in the catalog to indicate that advance work is offered and based upon the appropriate prerequisites.

Degree courses in this catalog are identified by prefixes and number. The lower division degree courses are numbered as 1000 or 2000. The letters that accompany the numbering system refer to the course subject matter, such as MAN = Management. The numbers that follow the course prefix increase in sequence to indicate a more in-depth and complex level of the particular subject area.

Modular program courses are identified through the use of an identification system that is meant to distinguish between individual courses. It does not represent increasing levels of subject content since the courses are part of a non-degree training program.

7.5.1 How does the catalog explain the course numbering system?

The numbering system is explained on page 54 of the current catalog, just before the course description section for degree programs.

7.6 If applicable, describe how and where the catalog identifies the general education courses required in a program.

All required general education courses are listed separately within each program outline in the catalog. The general education courses are identified by course number, title and quarter credits.

7.7 Describe the published performance information concerning student achievement.

The campus publishes program disclosures in compliance with federal regulations. The disclosure information includes the following for each program offered (as applicable):

- Cost to students
- On-Time completion rates
- Placement rates
- Median loan debt

The disclosures also include definitions of how the various rates were calculated and for what time periods.

7.7.1 Where is the campus performance achievement information published?



Campus performance achievement information is published in the school's catalog or catalog addendum, and on the school's website at <http://chesapeake.everestcollege.edu> or at <http://everest.edu/disclosures>.

LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational program. The effectiveness of the library or learning resource center is of the utmost importance for institutions. Its collections should be appropriate and adequate to support the educational programs. They should be used by both students and faculty. The library or learning resource center should be organized with the educational needs of the particular institution in mind. The acquisition of materials should reflect the changing and developing trends of the business and technical world. In responding to the questions below, please consult Sections 3-1-800, 3-2-200, 3-3-400, 3-4-400, 3-5-400, and 3-6-700 of the *Accreditation Criteria*.

FOR ALL INSTITUTIONS

8.1 Explain how the instructional resources serve the needs of the educational programs.

Everest College utilizes a variety of instructional resources which serves the needs of students. These resources include videos, audio-visual aids, computer software and SMART Boards. The campus continuously evaluates new materials on the market and the needs of the students and programs. When additions or updates are deemed appropriate, requests are submitted to the campus president. These requests are evaluated and when possible, approved immediately. Capital purchase requests must be submitted to campus support for approval.

Instructors work in partnership with the librarian to obtain supplemental instructional materials that meet the needs and requirements of the students. The library supports the curriculum and provides information for students, instructors and staff through information and reference materials available on-ground and through online access of the library information resources network (LIRN) and periodicals. The librarian also holds workshops for classes where he explains the LIRN system and teaches researching skills.

8.1.1 Describe any contracts or agreements with outside libraries or resource centers.

Not Applicable.

8.2 Briefly describe the physical and/or online holdings of the campus. (For online holdings, list the full-text databases in which the library maintains active subscriptions.)

Physical

The library has approximately 427 holdings.

Online

The library's online resources are available to students and faculty both on campus and at remote locations. Students have access to online resources that complement the programs and courses offered by the institution. The students and faculty can access all online resources through the library webpage (<http://opac.libraryworld.com/opac/signin.php>), and no password is required.

The campus is a member and subscriber to the Library Information Resource Network (LIRN) that provides online products from large content database vendors such as Thomson Gale (InfoTrac) and ProQuest (ABI Inform). In addition, the library purchases shared eBook collections (NetLibrary) from the Online Computer Library Center (OCLC).

Examples of full-text databases provided by these vendors are listed below:

- InfoTrac
- Academic OneFile



- Business and Company Resource Center with PROMPT and Newsletters
- Computer Database
- Custom Newspapers
- Expanded Academic ASAP
- Gale Virtual Reference Library
- General Business File ASAP
- Health Reference Center Academic
- Health and Wellness Resource Center and Alternative Health Module
- InfoTrac Criminal Justice Collection
- InfoTrac OneFile
- LegalTrac
- Literature Resource Center
- Newsletters ASAP
- Opposing Viewpoints Resource Center

Recent Additions

- Agriculture Collection
- Business Economics and Theory Collection
- Communications and Mass Media Collection
- Criminal Justice Collection
- Culinary Arts Collection
- Environmental Studies and Policy Collection
- Fine Arts and Music Collection
- Gardening, Landscape and Horticulture Collection
- Home Improvement Collection
- Nursing and Allied Health Collection
- Popular Magazines
- Psychology Collection
- Tourism, Hospitality and Leisure Collection

ProQuest

- ABI/INFORM Dateline
- ABI/INFORM Global
- ABI/INFORM Trade & Industry
- National Newspaper Abstracts
- Nursing and Allied Health
 - Evidence-Based Resources from the Joanna Briggs Institute
 - ProQuest Nursing & Allied Health Source
- ProQuest Health and Medicine Complete
- ProQuest Psychology Journals
- ProQuest Research Library
 - Research Library Core
 - Arts Module
 - Business Module
 - Children's Module
 - Education Module
 - General Interest Module
 - Health Module



- Humanities Module
- International Module
- Law Module
- Military Module
- Multicultural Module
- Psychology Module
- Sciences Module
- Social Science Module

8.3 Explain how the quantity and quality of instructional resources are appropriate for the size and scope of the campus.

The library is conveniently located at the east entrance in the main campus building. The library is contained in a space of approximately 285 square feet with approximately 12 linear feet devoted to shelving the reference, circulation, and periodicals. The library is fully carpeted, has central heat and air-conditioning, is well lit and is equipped with a sprinkler system to minimize losses.

The library has one library study table and seating for 9 people. Students have access to 7 computers and a printer/copier to facilitate research.

The library has approximately 393 titles of hardbound and soft cover books. As new information becomes available and instructors' requests for new books increase, our collection steadily increases.

The library has approximately 27 periodical titles; In addition, numerous academic journals, newspapers and trade publications may be accessed through the library's online databases. The library has approximately 10 periodical titles related to the business and general education programs, 8 titles related to allied health, 1 directly related to pharmacy technician, 5 related to HVAC and electrical technician, 1 related to criminal justice and 1 related to Dental. Students also have access to over 20,000 article databases through our LIRN subscription.

The library offers a suitable array of online products from InfoTrac and ProQuest. Students have access to a range of online databases that are full-text and accessible from the campus, home or work. Students also have access to a library webpage that offers specific information with regard to programs taught at Everest, career and scholarship news, and an area where students can obtain tutoring assistance, study skills tips, and interactive tutorials.

8.4 Explain how reference materials and periodicals are organized for easy usage and preservation.

In the months of July and August the collection was reorganized according to the Library of Congress Classification System by program. The periodicals are arranged by program as well.

The library catalogs all its titles according to the Anglo-American Cataloging Rules (AACR2) published by the American Library Association. Most of the cataloging is downloaded from the Library of Congress within Library World; however, some original cataloging is done by the librarian.

8.5 Who is responsible for developing and maintaining an up-to-date inventory of instructional resources?

The individual responsible for maintaining up-to-date inventory of instructional resources is the librarian, Ms. Veronica A. Davis. Ms. Davis holds a Masters of Library Science from the University of Pittsburgh School of Information and Library Science and has been recently employed by Everest. Ms. Davis is in constant communication with instructors and Administrators to assure compliance with library requirements and to continually improve the offerings of the library.

8.6 What is the budget for instructional resources (excluding personnel allocations)?



Yes, there is a budget for instructional resources, and for FY2014 that amount is \$20,000. The amount budgeted for library acquisitions depends on a number of factors including but not limited to new programs being offered, current and projected student enrollment, and type of media being considered for purchase.

8.6.1 How is the budget determined?

Approximately 1% of the total tuition revenue is currently devoted to the library.

8.7 Describe the assessment strategy for library resources and information services.

The assessment strategy for our library resources are determined based on the needs of our programs. Faculty has input in the resources to enhance the curriculum and the student experience of our student population. The corporate librarian has input in the selection as well.

8.8 Describe the training for students and faculty to utilize library resources as a part of the learning process.

The librarian holds library training sessions for students every new term to familiarize the students with the LIRN and the library in general. In addition, faculty members attend LIRN and library training sessions.

8.9 Describe the facility where library and instructional resources are held.

The library is conveniently located at the east entrance in the main campus building. The library is contained in a space of approximately 285 square feet with approximately 12 linear feet devoted to shelving the reference, circulation, and periodicals. The library is fully carpeted, has central heat and air-conditioning, is well lit and is equipped with a sprinkler system to minimize losses.

The library has one library study table and seating for 9 people. Students have access to 7 computers and a printer/copier to facilitate research.

The library has approximately 393 titles of hardbound and soft cover books. As new information becomes available and instructors' requests for new books increase, our collection steadily increases.

8.10 Describe any plans for improving instructional resources.

- Plans for improvements to the library include:
- Increasing the holdings of instructional DVDs
- Increasing the research skills of, and library usage by, students and faculty through general and program-specific in-class library orientation and information literacy presentations
- Increasing number of computers for student use
- Bundle by program and place on the library webpage a series of links to program-related online resources such as governmental agencies, professional associations, and interactive tutorials.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

8.11 Who is responsible for assisting students and faculty in the use of the library during posted library hours? If the individual is professionally trained, describe these qualifications.

Ms. Veronica A. Davis. Ms. Davis holds a Masters of Library Science from the University of Pittsburgh School of Information and Library Science and has been recently employed by Everest.

8.11.1 If there are library assistants describe how these individuals are trained to assist students and faculty.



Not Applicable

- 8.12 Explain how the instructional resources serve the needs of the educational programs.
The institutional resources are selected based on recommendation of faculty, advisory meetings who point out the needs of our students and what resources we need to provide to our students to be effective for their educational experience.
- 8.12.1 How does the campus determine which reference works are acquired?
The librarian provides forms on a monthly basis for the faculty to provide recommendations for acquisitions. Discussions are made with the campus president who makes the final decision about purchasing new materials.
- 8.13 What percentage of total tuition revenue is spent for library acquisitions?
The amount budgeted for library acquisitions depends on a number of factors including, but not limited to, new programs being offered, current and projected student enrollment, and type of media being considered for purchase. Approximately 1% of the total tuition revenue is currently budgeted for library resources.
- 8.14 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels?
The annual allotment for materials purchased, including books, DVDs, periodicals, e-books, and database subscription has been fairly steady over the past three years. The resources are more than adequate to meet the needs of our current student population. Each program, along with reference and general education materials, is reviewed to ensure that sufficient resources are available for students and instructors. In the fall of 2013, the complete electrical technician and HVAC libraries were updated with the most recent periodicals. The allied health programs are regularly updated with the newest releases of various medical standard periodicals.
- 8.14.1 Explain.
The annual allotment for materials purchased, including books, periodicals, e-books, and database subscription has been consistent over the past three years. The resources are more than adequate to meet the needs of our current student population. Each program, along with reference and general education materials, is reviewed to ensure that sufficient resources are available for students and instructors.
- 8.15 Explain how reference materials and periodicals are organized for easy usage and preservation.
In the months of July and August the collection was reorganized according to the Library of Congress Classification System by program. The periodicals are arranged by program as well.
The library catalogs all its titles according to the Anglo-American Cataloging Rules (AACR2) published by the American Library Association. Most of the cataloging is downloaded from the Library of Congress within Library World; however, some original cataloging is done by the librarian.
- 8.16 How does the campus provide physical and/or online resources necessary to make the educational program(s) effective?
The campus has the library available to our students for 60 hours per week. In addition the online resources are available to the students from any computer at home or here. We have 8 computers available to our students to do their research. In addition we have more resources in our classrooms that they are able to use.
- 8.17 Describe the physical and online library resources, including information about the
- 8.17.1 Total number of physical volumes
The library has approximately 420 holdings.
- 8.17.2 Total number of online collections available



We have a total of 17 databases available to our students and films on demand allied health module. The library's online resources are available to students and faculty both on campus and at remote locations. Students have access to online resources that complement the programs and courses offered by the institution.

The students and faculty can access all online resources through the library webpage (<http://opac.libraryworld.com/opac/signin.php>), no password required.

The campus is a member and subscriber to the Library Information Resource Network (LIRN) that provides online products from large content database vendors such as Thomson Gale (InfoTrac) and ProQuest (ABI Inform). In addition, the library purchases shared eBook collections (NetLibrary) from the Online Computer Library Center (OCLC).

Examples of full-text databases provided by these vendors are listed below:

InfoTrac

- Academic OneFile
- Business and Company Resource Center with PROMPT and Newsletters
- Computer Database
- Custom Newspapers
- Expanded Academic ASAP
- Gale Virtual Reference Library
- General Business File ASAP
- Health Reference Center Academic
- Health and Wellness Resource Center and Alternative Health Module
- InfoTrac Criminal Justice Collection
- InfoTrac OneFile
- LegalTrac
- Literature Resource Center
- Newsletters ASAP
- Opposing Viewpoints Resource Center

Recent Additions

- Agriculture Collection
- Business Economics and Theory Collection
- Communications and Mass Media Collection
- Criminal Justice Collection
- Culinary Arts Collection
- Environmental Studies and Policy Collection
- Fine Arts and Music Collection
- Gardening, Landscape and Horticulture Collection
- Home Improvement Collection
- Nursing and Allied Health Collection
- Popular Magazines
- Psychology Collection
- Tourism, Hospitality and Leisure Collection

ProQuest

- ABI/INFORM Dateline
- ABI/INFORM Global
- ABI/INFORM Trade & Industry
- National Newspaper Abstracts
- Nursing and Allied Health
 - Evidence-Based Resources from the Joanna Briggs Institute



- ProQuest Nursing & Allied Health Source
- ProQuest Health and Medicine Complete
- ProQuest Psychology Journals
- ProQuest Research Library
 - Research Library Core
 - Arts Module
 - Business Module
 - Children's Module
 - Education Module
 - General Interest Module
 - Health Module
 - Humanities Module
 - International Module
 - Law Module
 - Military Module
 - Multicultural Module
 - Psychology Module
 - Sciences Module
 - Social Science Module

8.17.3 Number of titles and/or online collections related to each program offering

- Business/Accounting: Approximately 61 titles, 7 Databases
- Medical Assistant/MAA/Pharmacy Technician: Approximately 35 titles, 6 Databases
- Dental: Approximately 27 titles additional resources through e-Library database
- Electrical Technician: 16 titles shelved, additional resources through e-Library database
- HVAC: 9 titles shelved, additional resources through e-Library database

8.17.4 Number of titles and/or online collections related to general education courses taught

The general education collection comprises approximately 306 titles in print and 3,000 titles electronically.

8.17.5 Number of program-related periodicals to which the institution currently subscribes

The library has approximately 27 periodical titles; In addition, numerous academic journals, newspapers and trade publications may be accessed through the library's online databases. The library has approximately 10 periodical titles related to the business and general education programs, 8 titles related to allied health, 1 directly related to pharmacy technician, 5 related to HVAC and electrical technician, 1 related to criminal justice and 1 related to Dental. Students also have access to over 20,000 article databases through our LIRN subscription.

8.17.6 Number of other periodicals available

Not Applicable.

8.18 Describe the library's procedures regarding student borrowing and return of materials.

Students may check out books for a period of 21 days, 48 hours for multimedia items. Books may be renewed unless another student or instructor requests the material. The daily fine for overdue books is 0.25 cents per day per item. Students are charged the replacement value for any non-returned or damaged items.

8.19 Describe how online resources, if any, are made available to students.



The students and faculty can access all online resources through the library webpage (<http://opac.libraryworld.com/opac/signin.php>), no password required. As well as the resources at www.learningresources.everest.edu.

The campus is a member and subscriber to the Library Information Resource Network (LIRN) that provides online products from large content database vendors such as Thomson Gale (InfoTrac) and ProQuest (ABI Inform). The library also subscribes to databases provided by Britannica Encyclopedia, Commerce Clearing House (CCH), Thomson West (Westlaw), Lexis/Nexis, and Magill (Medical Guide). In addition, the library purchases shared eBook collections (NetLibrary) from the Online Computer Library Center (OCLC).

8.20 Describe how the campus monitors student usage of the library and instructional resources?

The campus library is available to the students 57 hours per week. Each student is required to sign in and out when using the library. The library is manned by the librarian and work study students who are all able to assist students during the time the library is open.

8.21 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:

a. faculty

Instructors are encouraged to submit requests to the librarian through email or verbally. These requests and recommendations, as well as invoices for purchases, are documented in a binder in the library.

b. appropriate national professional organizations and societies, and

Our new librarian has requested membership to the American Librarian Association/American College and Reference Libraries Committee and the Virginia Library Association/Colleges and Universities Committee where she will receive reviews from professional and trade journals such as Library Journal. She is also, seeking to become a review with the respective publications as she has served in the past.

c. a nationally recognized list (or lists) of online collections, books, and periodicals?

The librarian also receives and reviews publishers' catalogs and book reviews and distributes appropriate publishers' catalogs to promote instructor input into the acquisition process. Invoices for purchases are maintained by the campus president and/or campus support center.

8.22 Describe any plans for improving the library.

Plans for improvements to the library include:

- Refurbish and/or replace existing library lounge furniture.
- Upgrade Printers available for Librarian and Student use.
- Purchase Britannica Encyclopedia Online subscription to enable student access to hundreds of thousands of articles, biographies, videos, images and sites to supplement classroom learning.
- Research other options for enhancing the existing LIRN database.
- Increase access to instructional DVDs through the use of streaming capabilities with the SMART boards.
- Increase the research skills of, and library usage by, students and instructors through general and program-specific in-class library orientation and information literacy presentations.

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

8.23 How does the professionally trained individual maintain his/her professional awareness?

Ms. Davis maintains her professional competence by attending workshops offered through the American Library Association and the Virginia Library Association.



- 8.24 How many hours a week does the professionally trained individual personally supervise the library?
The librarian, Ms. Davis, physically supervises two libraries under Everest. She dedicates 24 hours per week to the Chesapeake and 16 hours per week to the Newport News campus.
- 8.25 Describe the information technology available in the library. List web-based research and information literacy resources currently used by students and faculty.
The library prides itself on the information capability that it provides it's students and instructors. There are eight computers available in the library and all have high-speed internet access, USB ports for thumb/flash drives, and headphones.
The students and instructors have access to a wide variety of information via the library's online circulation system (Library World), its online databases (LIRN), and its library webpage. The webpage has direct links to program-specific websites. The library also has a collection of over 25,000 eBooks available through EBSCO to give students both campus and remote-based access to a large number of academic and trade books that may be downloaded to a computer.
- 8.26 What system is used to catalog library titles?
In the months of July and August the collection was reorganized according to the Library of Congress Classification System by program. The periodicals are arranged by program as well.
The library catalogs all its titles according to the Anglo-American Cataloging Rules (AACR2) published by the American Library Association. Most of the cataloging is downloaded from the Library of Congress within Library World; however, some original cataloging is done by the librarian.
- 8.27 Describe how library resources are made available to students. (List the hours during which the library is open.)
The library is available to the student from 8:00 a.m. to 10:00 p.m. Monday thru Friday. All databases may be accessed from any internet connection on and/or off campus.
- 8.28 Describe the interlibrary loan or other outside resource agreements, if applicable.
Not Applicable.
- 8.29 What evidence indicates that the library collection (on-site and online) includes up-to-date holdings which are pertinent to the various subject fields and are responsive to the needs of individual courses?
Resources are purchased on a continual and systematic basis throughout the year. Great care is given to ensure copyright dates are appropriate and that selected materials reflect any changes that may occur in the courses taught and individual course content. The periodical collection offers our students and instructors the most current journals and magazines for research.
The library offers a suitable array of online resources from Thomson Gale, InfoTrac and ProQuest, Credo Reference. Students have access to a range of online databases that are full-text and accessible from the campus, home or work. Students also have access to a library webpage that offers specific information with regard to programs taught at Everest, career and scholarship news, an area where students can obtain tutoring assistance, study skills tips, and interactive tutorials.

**SELF-STUDY QUESTIONS SUPPLEMENT****8. DISTANCE EDUCATION AND OTHER FORMS OF NONTRADITIONAL EDUCATION****For institutions that offer distance education courses or programs or when alternative modes of educational delivery are used.**

In addition to the self-study questions on the previous pages, institutions that offer distance education and other forms of nontraditional education must answer the questions below. In responding to the following questions, please consult Appendix H, Principles and Guidelines for Nontraditional Education of the *Accreditation Criteria*.

INSTITUTIONAL READINESS

9.1 List the course(s)/program(s) approved by ACICS for delivery through distance education and/or self-paced.

The following programs have courses that are approved to be offered online:

- Business (AS)
- Criminal Justice (AS)

9.1.1 Indicate the percentage that each program is available for distance education and/or self-paced instruction.

The distance education modality has been approved for the degree programs offered by the campus. Ground students can then choose to take courses on ground or online.

9.2 Describe the method(s) used to deliver the distance education and/or self-paced course(s)/program(s).

Online courses are offered at the campus through the Online Division of Zenith using the eCollege platform via the Internet. Online courses have the same course outcomes and objectives as courses taught on-ground, although more individual focus and initiative is required to successfully master the material. Online courses are designated on the class schedule so students register during the normal registration period. To maximize success within the online courses, students must have available to them a computer with a system profile that meets or exceeds the following:

Windows Systems

- Windows 7, XP, or Vista
- 56K modem or higher
- Sound Card and Speakers
- Firefox, Chrome or Microsoft Internet Explorer

Mac Systems

- Mac OS X or higher (in classic mode)
- 56K modem
- Sound Card and Speakers
- Apple Safari

In addition, students taking online courses must:

- Check quarterly to make sure they are maintaining the correct systems profile;
- Have Internet access and an established email account;
- Verify email account/address with Online Coordinator at the time of registration each quarter;
- Commence online course work as soon as students have access to the courses;
- Participate in classes and complete learning and graded activities weekly throughout the course.



8.2.1 Indicate any other institution or entities that are involved in the delivery of distance education for students at the campus.

Not Applicable

8.2.2 If distance education is provided under a consortium agreement, provide the name of the Host institution and the relationship with this institution or entity. Include the percentage of the program offered by the Host institution or entity.

Not Applicable

9.3 Describe how the Campus Effectiveness Plan incorporates distance education as a mode of delivery

The Campus Effectiveness Plan incorporates distance education as a mode of delivery by describing in detail the rationale, scheduling, format and content, as well as the student and faculty orientation and satisfaction of the online offerings of the campus.

9.3.1 What data is the campus collecting to assess student and faculty satisfaction with distance education and/or self-paced instruction?

Online student satisfaction surveys are deployed for all students in week eleven of each term. Online instructors access the results of these surveys after the course ends and the online academic support coordinators and associate deans utilize the results for coaching purposes. If there are issues related to online courses, the online coordinator generates a student issue form. The online coordinator and the online dean will help resolve these issues locally. The online coordinator monitors and assists students who are taking online courses to ensure they have the support and assistance they need to successfully complete online coursework.

Online instructors complete a satisfaction survey which is deployed in the eCollege learning management system each quarter. The associate deans also survey online faculty to collect faculty satisfaction related to course content and curriculum changes.

9.4 Who oversees the distance education and/or self-paced course/program curriculum?

Dr. Edward Johnson, President of Zenith Online Services, oversees all aspects of the online division.

9.4.1 What are this individual's qualifications?

Dr. Johnson joined Zenith in May 2015 as President of Online Services. Dr. Johnson is the former President, Everest College Phoenix. He served as chief executive officer of a 4,000 student, regionally-accredited college. The College offered degree and diploma programs in business, health care, criminal justice and paralegal at Phoenix and Mesa, Arizona, campuses as well as online. In 2004, he served as President of University Realty Advisors, LLC. The company advised colleges, universities, cities and developers on creating independent college and university branch campuses in Sunbelt locations with a special focus on California and Arizona. Previously, he served as President, Sterling College (KS). Served as chief executive officer of liberal arts college affiliated with the Presbyterian Church (USA).

EDUCATION

Ph.D. Arizona State University, Tempe, Arizona, Higher Education Administration - Law and Education

J.D. Creighton University School of Law, Omaha, Nebraska

B.S. Morningside College, Sioux City, Iowa, History and Political Science



9.4.2 Who is responsible for course/program evaluation for nontraditional education mode of delivery?

Dr. Edward Johnson, President of Zenith Online Services

ADMISSIONS REQUIREMENTS AND ENROLLMENT

9.5 What are the admission requirements for students taking distance education coursework? (If there are any differences from the residential admissions policy, explain.)

Students who are enrolled on-ground and take one or more online courses are subject to the same admissions requirements and school policies and procedures as those students who take all their classes in residence. Please refer to question 4.1 for additional details.

9.6 How does the campus make it clear in writing at the time of enrollment:

9.6.1 How the student's identity will be verified throughout the course and program?

Individual ID numbers are issued to each student and secure student log-ins and passwords. Verification of each student's identity takes place once they have registered, and every 30 days thereafter by an external agency. The security agency verifies the student's identity by asking a series of relevant questions, which only an individual would have knowledge of in order to respond accurately. If the student responses are not appropriate, Zenith student services is notified and conducts follow-up and takes additional actions to verify and protect the student's identity.

9.6.2 How the student's privacy will be protected in the identity verification process?

The student's privacy is protected in the identity verification process as described in the language in the previous question.

9.8 Describe the orientation program for distance education and/or self-paced students.

Students enrolled in online courses are required to participate in a hands-on online orientation course developed by the Online Division of Zenith. This orientation includes information on how to access the course, find the syllabus and use the major platform tools. During this orientation, students learn how to access the course instructor, online library and other online services and resources. There is also a self-paced online tutorial that students may access at any time. This tutorial was developed by eCollege and further explains the course tools and their use.

The online coordinator supports online students with any help they may need with their coursework.

CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY

9.9 Describe how interaction between faculty and students takes place.

Communication occurs through the internal course e-mail messaging system and in all threaded discussion areas. Additionally, students may request telephone meetings with faculty. Online faculty expectations require instructors to check and respond to student messages within 24 hours, post grades/feedback within 72 hours of the assignment due date, and post in any threaded discussion areas on various days throughout the week. Faculty post their office hours each week and use this time to address student questions and emails. Students are required to post one main post and at least two responses to others in threaded discussion areas.

9.10 Describe how interaction among students takes place.

Students are required to post one main post and at least two responses to others in threaded discussion areas. Graded threaded discussion areas include teamwork and class discussion. There are two ungraded threaded discussion areas: faculty office and student autobiographies. The faculty office allows students to post course related questions in a public area. Instructors are required to respond to these questions within 24 hours and responses are visible to the entire class. The student autobiographies area is a place for students to introduce



themselves to their classmates and interact on a more casual level. Students are encouraged to post to the Student Autobiographies area during Week one of the term.

9.11 What is the student-teacher ratio for distance education courses?

The student to teacher ratio is generally 27:1 in an online environment and some courses, such as composition, American Literature, and writing courses will vary between 18:1 and 23:1. There may be instances in which the ratio is higher than 27:1, but justification of this ratio is documented.

9.11.1 Describe how this ratio is appropriate and provides sufficient interaction between the faculty and the students and among students.

These ratios are appropriate by allowing the instructor to provide effective teaching and ensure administrative activities are accomplished. For the student, the ratio provides the opportunity to engage in an interactive environment via online threaded discussions.

FACULTY AND INSTRUCTIONAL SUPPORT

9.12 Describe the faculty training program to prepare faculty to teach self-paced courses or in a distance education environment.

Online instructors are carefully interviewed and must successfully complete a three-week, intensive online preparation and assessment course before they are hired as online instructors. The course covers how to effectively navigate the standardized course tools and content areas within eCollege and become familiar with the institution's policies and resources for faculty and students. The course also emphasizes the extent of instructor/student interaction expected in the online environment. Instructors must own and demonstrate the successful use of the equipment listed below in the training course.

- Microsoft Internet Explorer 8.0 or better (PC); 4.5 or better (MAC)
- Windows 7, XP, Vista, MacOs 8.1 or later
- 90 MHz Pentium Processor or MAC 604 Power PC minimum
- 64 MB of RAM or more
- 56K Modem
- Sound Card

9.13 Identify the educational resources and technology available to faculty on campus and on-line.

All instructors teaching a course or program online are located off campus. Instructors demonstrate that they possess the equipment needed to conduct the course by participating in the online candidate preparation and assessment course for all new instructors. Instructional materials are provided to online instructors and additional resources are provided through the associate deans and academic support coordinator team. This support staff is knowledgeable on policies and procedures as well as platform uses. Experienced instructors conduct the online training, and new instructors are assigned mentors to assist during their first term. In addition, the instructors may consult a 24/7 hot line, managed by eCollege, which offers assistance on platform and technical issues.

9.14 Identify the platform used to deliver instruction.

Online students access their courses via the eCollege platform, which is described above in question 9.2.

RESOURCES AND EQUIPMENT

9.15 What is the budget allocated to distance education delivery?

The Online Division allocates funds to online course delivery in its annual operating budget. The costs of the online instructor wages, the eCollege Learning Management System expenses, recruiting and advertising, student services and all other related expenses are planned for and are based on the number of students enrolling in online courses. The campus allocates funds to online course delivery in its annual operating budget as well.



The amount is based on the costs listed above and on the number of online courses being taken by students at the campus.

- 9.16 Describe the instructional resources, equipment, and library resources available to students on-line and residentially.

The campus provides its students with a library that has 8 computers, internet access, online resources and hard-copy periodicals, books and reference materials. See Section 8 of this Self-Study for additional detail about the campus library.

STUDENTS AND STUDENT SERVICES

- 9.17 Describe the student services available to students taking coursework on-line.

For students who are taking one or more online courses, all local campus services are available. The online coordinator assists and supports students by helping resolve questions and concerns they have. Students taking online classes also have access to a toll-free number and email helpdesk that is available 24/7 for assistance.

STUDENT EVALUATION AND PROGRAM ASSESSMENT

- 9.19 How are students taking self-paced and/or distance education courses evaluated?

Course outcomes and objectives are identical between the online and on-ground syllabi, but learning and graded activities vary between online and on-ground due to the nature of each learning environment. Learning and graded activities are closely aligned with course outcomes and objectives.

Students are able to demonstrate mastery of course outcomes and objectives by successfully completing graded activities, as well earning a passing grade in their course.

Each course has regularly scheduled academic activities that occur throughout the term. These academic activities are integral to ensure that course outcomes are met and that specific learning objectives are achieved within individual courses. Academic activities provide the instructors with specifics that aid in the assessment of student performance and the eventual awarding of a final course grade. Student participation in these activities is important to the mastery of material within the course of study.

- 9.20 How is retention monitored?

Retention is monitored the same way as it is for students who are not taking online courses. Report data is collected in the CampusVue Student Management System on an ongoing basis. The academics and registration departments are responsible for input and accuracy of the data. Reports are periodically generated by the dean to determine progress throughout the year and identify opportunities for improvement. The campus also receives reports on attendance and grades from the Online Division. The online coordinator, program chair and academic dean monitor these reports and take appropriate steps to resolve any concerns.

- 9.21 Describe the placement services that are available.

All students, whether they are taking one or more classes online or all on-ground, have access to the full array of career services available at the campus. For additional information, please refer to question 4.17 of this self-study.

- 9.22 Describe how student, faculty, and employer satisfaction are identified.

Online student satisfaction surveys are deployed for all students in week eleven of each term. Online instructors access the results of these surveys after the course ends and the online academic support coordinators and associate deans utilize the results for coaching purposes. If there are issues related to online courses, the online coordinator generates a Student Issue Form. The online coordinator and the online dean will help resolve these issues locally. The online coordinator monitors and assists students who are taking online courses to ensure they have the support and assistance they need to successfully complete online coursework.



Online instructors complete a satisfaction survey which is deployed in the eCollege Learning Management System each quarter. The associate deans also survey online faculty to collect faculty satisfaction related to course content and curriculum changes.

The campus uses graduate and employer surveys to gather feedback for the purpose of identifying areas of strength and areas that need improvement. Program advisory committees are another resource the campus uses to monitor and evaluate employer satisfaction.

- 9.23. How does the institution measure core competencies for programs and objectives for courses offered in a distance education environment?

Learning and graded activities are closely aligned with course outcomes and objectives. Students are able to demonstrate mastery of course outcomes and objectives by successfully completing graded activities, as well as earning a passing grade in their course. The following methods of assessment are measured against the specific objectives as listed in the standardized syllabus for each course.

- The majority of the evaluation of students is based on individual work assignments which includes not only Dropbox submissions, but also participation in class discussions.
- Teamwork is not required in each course; however, it is required in each program of study. Teamwork can only occur in Weeks five through ten (after add/drop) and should consist of no more than 10% of the total course grade.
- Quizzes are not required, but if used, they should represent no more than 30% of the total grade for the course.

- 9.24 How are equivalent out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

Students assigned textbook readings and are required to complete course discussions, individual work assignments, teamwork and quizzes. All of these are graded activities which the online faculty evaluate, assign grades and provide feedback to the students within the eCollege course. All of these graded activities and assignments are included in the syllabi posted in the courses.

PUBLICATIONS

- 9.25 Do the statements in the catalog, Web site, and, when appropriate, in advertising and promotional materials meet requirements for institutions offering coursework through distance education?

The statements in the catalog, website, advertising and promotional materials accurately describe the services that the campus offers. All publications meet the requirements and criteria established by the Council.

- 9.26 Describe the information given in the catalog regarding nontraditional education, if applicable, including mode of delivery, admissions requirements, tests to determine access, resources offered to nontraditional education students, and any special costs for the students associated with nontraditional education.

Online courses are offered using the eCollege platform via the Internet. Online courses have the same objectives as courses taught on-ground although more individual effort and initiative will be required to successfully master the material. Online courses will be designated on the class schedule so students may register during the normal registration period. There are no additional charges or fees associated with the verification of student identity; the enrollment agreement statements are congruent with this process.



ACICS Application for Accreditation – PART II

Explanation of Self-Study Planning Process

The self-study was planned and developed under the leadership of the Campus President, Jacob Kassuba, and Patricia Stacy, Academic Dean, Rhonda Double, Director of Student Finance, Cory Doxey, Director of Career Services, James Ray, Director of Admissions. Mr. Kassuba and Mrs. Stacy attended the ACICS workshop hosted at ECMC headquarters in Minneapolis, MN on 7/9/15. A self-study review meeting with additional campus leadership and self-study contributors was held, at which time each member of the committee was assigned to review and respond to specific sections and/or questions within the narrative. Periodic meetings of the Committee members were held throughout the process to determine progress, resolve question and finalize material. In addition, input pertaining to distance education activities was provided by individuals from the online division of Zenith Education Group.

While everyone on the committee worked together to complete the self-study, the individuals listed below had primary responsibility for the specified sections of the narrative.

Section	Name(s) and Title(s)
Mission	Jacob Kassuba - Campus President
Organization	Jacob Kassuba - Campus President Tricia Stacy - Academic Dean Rhonda Double - Director of Student Finance James Ray - Director of Admissions Cory Doxey - Director of Career Services Elizabeth(Noelle) Davis-Pinkard - Linear Chair
Administration	Jacob Kassuba - Campus President Tricia Stacy - Academic Dean Rhonda Double - Director of Student Finance James Ray - Director of Admissions Cory Doxey - Director of Career Services Elizabeth(Noelle) Davis-Pinkard - Linear Chair
Relations with Students	Jacob Kassuba - Campus President Tricia Stacy - Academic Dean Rhonda Double - Director of Student Finance James Ray - Director of Admissions Cory Doxey - Director of Career Services Elizabeth(Noelle) Davis-Pinkard - Linear Chair Cedric Hollie - Education Chair
Educational Activities	Jacob Kassuba - Campus President Tricia Stacy - Academic Dean Rhonda Double - Director of Student Finance James Ray - Director of Admissions Cory Doxey - Director of Career Services Elizabeth(Noelle) Davis-Pinkard - Linear Chair Cedric Hollie - Education Chair



ACICS Application for Accreditation – PART II

Explanation of Self-Study Planning Process

	Veronica Davis – Librarian Roselyn Forest - Registrar
Educational Facilities	Jacob Kassuba – Campus President Tricia Stacy – Academic Dean Rhonda Double – Director of Student Finance James Ray – Director of Admissions Cory Doxey – Director of Career Services Elizabeth(Noelle) Davis-Pinkard – Linear Chair Cedric Hollie – Education Chair Veronica Davis – Librarian Roselyn Forest - Registrar
Publications	Veronica Davis – Librarian Tricia Stacy – Academic Dean
Library, Instructional Resources and Materials	Veronica Davis – Librarian Tricia Stacy – Academic Dean
Distance Education	Jacob Kassuba – Campus President Tricia Stacy – Academic Dean Dr. Edward Johnson – EUO President

Committee Signatures

(b)(6)

Jacob Kassuba, Campus President

(b)(6)

Patricia Stacy, Academic Dean

(b)(6)

Rhonda Double, Director of Student Finance

(b)(6)

Cory Doxey, Director of Career Services

(b)(6)

James Ray, Director of Admissions

(b)(6)

Veronica Davis, Librarian



ACICS Application for Accreditation – PART II

Explanation of Self-Study Planning Process

(b)(6)

Elizabeth(Noelle) Davis-Pinkard, Linear Chair

(b)(6)

Cedric Hollie, Education Chair

(b)(6)

Rosalyn Forest Registrar



ACICS Application for Accreditation – PART II

Future Plans for the Institution

Please provide an explanation of the future plans for the institution, with specific references to planned changes in faculty, administration, physical plant, equipment, library, admissions and graduation requirements and standards, curriculum, increase or decrease in student body or faculty, and any other plans.

Everest College continually looks for ways to better serve its students, its community neighbors, and its professional staff while fulfilling its stated mission. It is vital for the campus to maintain outstanding customer service while providing excellent educational opportunities and employment assistance for the students.

Future plans for key areas are described below.

Organization and Administration

- Upgrade the campus technology, including computer hardware and software.
- Continue to recognize employee performance with the “PEAKE TROPHY” program.
- Enhance faculty training through the on-boarding training program.
- Enhance faculty training through continual monthly/quarterly in-services.
- Introduce students to their Career Representatives at orientation.
- The senior management team, which includes the president, academic dean, director of student finance, director of admissions, and the registrar, will continue to receive training in the areas of leadership and education from various sources including continuing education, conferences, workshops and initiatives provided by the campus support center and outside organizations. The training will assist the senior management team with the oversight of the faculty and staff, and will enhance the overall operations.
- Develop new community relationships with employers and civic leaders to inform them of our transition to nonprofit status as well as our “American Dreams Scholarship”.

Relations with Students:

- Continue to focus on student activities to promote school spirit and a sense of community. Examples of these activities include the student services department and student ambassadors collaborating to create a calendar of events that will be posted for students at the beginning of each term. Events such as talent shows, debates, guest speakers, field trips, spoken words, interview workshops, job fairs, etc.
- Assign mentors/advisors to all attending students and conduct bi-weekly/monthly “face-to-face” or “phone/texting” relationship to proactively support student needs that may arise during the course of their studies.
- Expand the normal student recognition and Honor roll, Dean’s List and President’s List already in place.
- Expand relationship with students between faculty/career services to better position students to be interview ready upon graduation.
- Partner with both perspective and current students to set them up for financial literacy both during and after their education.

Physical Plant



ACICS Application for Accreditation – PART II

Future Plans for the Institution

While the facilities and equipment are continuously being assessed to determine what improvements can be made to better serve students, present plans call for:

- Renovation of many sections of the building. This will include paint, wall paper, flooring, technology, cubicles, furniture etc.
- Adding new Welding diploma program with the associated real estate build out.
- Continually updating the materials in the Library.

Programs

Changes contemplated for the next three years include:

- Addition of the Welding diploma program and reconfiguring space for this need.
- Installing additional technology in the classroom to enhance content delivery.



Accrediting Council for Independent Colleges and Schools ACADEMIC CREDIT ANALYSIS

V.06.06.2014

Initial, Renewal of Accreditation, and Branch Campus Application Processes

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See **INSTRUCTIONS worksheet for detailed instructions.**

Institution ID: 00016100	Institution Name: Everest College
Program Name: Dental Assistant	Program Length (wks): 33
	Credential Level: Diploma

Identify the institution's unit of credit [SELECT ONE]		Clock						
	X	Quarter	10	lecture hrs	20	labatory hrs	30	externship hrs
		Semester	15	lecture hrs	30	labatory hrs	45	externship hrs

Credits are rounded down to the nearest half. An institution can adjust hours required for a credit by adjusting the quarter or semester minimum standards above; however, the institution's policy for calculating a credit, published in their catalog, must support the adjustment. If an institution chooses to round-down further than ACICS calculation per course, use the "optional" column.

*DE = Distance Education

TOTALS				280.00	280.00	200.00	760.00	28.00	14.00	6.67	48.00	Optional
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Insert credit adjustment less than calculated
				Lecture	Lab	Practicum Internship Externship	Clock /contact hours	Lecture	Lab	Intern Extern		
Module A	Dental Office Emergencies and Compliance	N	N	40.00	40.00		80.00	4.00	2.00	-	6.0	
Module B	Dental Radiography	N	N	40.00	40.00		80.00	4.00	2.00	-	6.0	
Module C	Dental Specialties	N	N	40.00	40.00		80.00	4.00	2.00	-	6.0	
Module D	Operatory Dentistry	N	N	40.00	40.00		80.00	4.00	2.00	-	6.0	
Module E	Laboratory Procedures	N	N	40.00	40.00		80.00	4.00	2.00	-	6.0	
Module F	Dental Anatomy and Orthodontics	N	N	40.00	40.00		80.00	4.00	2.00	-	6.0	
Module G	Dental Health	N	N	40.00	40.00		80.00	4.00	2.00	-	6.0	
Module X	Dental Assistant Externship	N	N	-	-	200.00	200.00	-	-	6.67	6.5	6.0

Everest

COLLEGE

CHESAPEAKE CAMPUS
825 Greenbrier Circle Suite 100
Chesapeake, VA 23320

CAMPUS
EFFECTIVENESS PLAN

January 2015 - December 2015

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INTRODUCTION

History of the Campus

The Chesapeake campus was established in February 1999 as Kee Business College. In April of 2007 the name was changed to Everest Institute. Upon receiving approval to offer degree programs, the name was changed to Everest College in May 2008. In February 2015, Zenith Education Group purchased the school from Corinthian Colleges, Inc. and transitioned it from a for-profit college into a dynamic nonprofit learning institution.

Everest College is located in Chesapeake, Virginia. All physical plant facilities are easily accessible to both day and evening students. The facility is in compliance with federal, state and local ordinances and regulations, including those relating to safety and health.

Mission Statement

Everest is dedicated to the provision of an interactive learning environment created to support the professional career development of our students. The school was established to provide quality education and training designed to meet the needs of both students and employers. The school serves a diverse student population focusing on adults seeking to acquire the education and skills necessary to enter their chosen career field. To achieve this, the school is committed to excellence in the following areas:

- The utilization of effective technology and teaching methods.
- The presentation of relevant career focused educational programs.
- Ongoing collaboration with business, employers and professional associations in the design, delivery and evaluation of effective programs.
- The provision of career development support services to students and graduates which assists them in securing employment in their chosen field.

Facilities Description

The facility is designed for preparing students for the working world. The building has approximately 26,900 square feet including five lecture rooms, four computer laboratories, two medical laboratories, one dental laboratory with three operatories, a pharmacy technician lab, three electrical labs, three HVAC labs, library/resource center, administrative offices, two student lounges, a book room, and restrooms.

CEP OVERVIEW

Purpose of the Campus Effectiveness Plan

The purpose of the CEP is to provide a vehicle for continuous assessment and improvement of educational programs, operations and processes. The CEP is a tool that allows the management and staff to focus on educational outcomes, monitor those outcomes, and document progress. It also serves in evaluating our overall success in meeting our school's mission and it provides guidelines in planning for the future.

Key Outcomes Evaluated in the CEP

The campus improves its campus effectiveness through on-going assessment and analysis of outcomes, including those in the following areas:

- Student retention
- Graduate placement
- Graduate satisfaction
- Employer satisfaction
- Student learning outcomes
- Graduation rates
- Student satisfaction
- Cohort Default Rates

CEP Committee Makeup

The CEP is developed and maintained by the Campus Effectiveness Committee. The committee currently consists of the Campus President, the Academic Dean, the Director of Admissions, the Director of Student Finance, the Director of Career Services, the Librarian, the Registrar, and a Program Director. Additional members from other areas of the school and the faculty have been, and will be, invited to participate in the evaluation process and the improvement strategies.

Development of the CEP

The following process is used by the Committee to develop, evaluate and maintain the CEP:

- Specific outcomes requirements are identified using internal and accreditation standards as well as baseline data established from an analysis of the school's historical performance.
- Three years of outcomes data is used for comparison and analysis of retention and placement rates. Comparative outcomes data for the other elements of the CEP varies and is described in each section.
- Placement and retention rates for the campus and programs are based on the

fiscal year. Timeframes for measuring other elements of the CEP are noted in each section.

- Outcomes sections are generally structured as follows:
 - Evaluation Tools & Rationale
 - Data Collection & Monitoring
 - Historical & Baseline Data
 - Summary & Analysis of Data
 - Changes Implemented as a Result of the Data Collected
 - Improvement Strategies
 - Future Goals

Evaluation of the CEP

While the CEP is continuously monitored informally by the Committee members, the plan is reviewed at least twice a year by the Committee and is formally updated annually. The school management team meets on a regular basis (typically weekly) and discusses the operations of the institution which relate to the objectives of the CEP and determines if any modifications in procedures are needed.

The Committee plans to meet on the following dates to review the CEP data and make updates as appropriate:

- November 2015
- May, 2016

A formal evaluation and update to the plan is scheduled for December 2015.

SHORT-TERM AND LONG-TERM OBJECTIVES

The campus has set for itself the following short-term and long-term operational objectives to help improve overall effectiveness:

- Strive to achieve a retention rate that exceeds the 70% benchmark for the campus, the 70% benchmark for diploma programs, and the 65% benchmark for degree programs. The campus retention rate reported for 2013 was 77% and for 2014 was 76%. All departments continue to focus on student retention for all programs.
- Strive to achieve a 70% or better placement rate for the campus and each program offered. The placement rate reported for 2013 was 62% and for 2014 was 60%. Both years fell short of the ACICS benchmark. The Career Services Department continues to focus on graduates within the underperforming cohorts to assist them with employment and strive to achieve the placement goals.

- Continue to ensure compliance with new and changing federal regulations and accreditation requirements.
- Continue to enhance the student experience through assessment of the building facilities, equipment and technology and making renovations or improvements as appropriate.
- Evaluate program outcomes to determine if curriculum enhancements are needed and appropriate using feedback from Program Advisory Committees, staff, students and subject matter experts.
- Explore new program possibilities and determine if current programs are still appropriate for our student population and community. The Chesapeake campus is currently teaching out the Criminal Justice AS degree program.

Striving to achieve these short-term and long-term goals will strengthen the quality of educational programs and services we provide to our students with the goal of improving the student experience and outcomes.

PROGRAM OFFERINGS AND CHARACTERISTICS

Program Offerings

The campus currently offers six diploma programs and two Associate's degree programs. The campus is no longer enrolling new students in the Criminal Justice Associates Degree program.

Below are the names and descriptions of the programs offered at the campus:

- *Criminal Justice (AS) (No longer enrolling new students)*

The Criminal Justice program provides a broad understanding of the criminal justice system and prepares graduates for entry-level career opportunities in corrections, immigration, law enforcement, and/or security. This is not a training program for law enforcement officers.

Total Credit Units Required for this Criminal Justice Diploma: 96.0.

- *Business (AS)*

This program is offered to students whose career goals require a broad knowledge of the functional areas of business. Students take coursework in the areas of accounting,

general business, management, marketing, human resources, computer applications, and business law. In addition, students choose an area of concentration that will comprise the balance of the courses in the major. The following describes each area of concentration.

Total Credit Units Required for this Criminal Justice Diploma: 96.0.

- ***Electrician Diploma Program***

The commercial and residential electrical industries are constantly evolving as new industry demands require increased skill sets for electricians. Graduates need the necessary core and specialty skills to successfully meet electrician standards and be embraced by the marketplace. The Electrician diploma program teaches these skills by exploring the topics of electrical safety, tools and theory, the National Electrical Code (NEC), conduit bending, residential and commercial wiring, power distribution, advanced code concepts and motors, industrial controls, Programmable Logic Controllers (PLCs), personal development, jobsite management, fire and security alarms, voice, data, TV, signaling systems and fiber optics. Laboratory experience is an integral part of the program.

Graduates of the Electrician diploma program are qualified for entry-level positions such as commercial and residential electrician, preventive maintenance electrician, production electrician, bench electrician, repair electrician, industrial maintenance electrician, programming electrician and maintenance technician. They are also qualified for positions as field service electricians and installation electricians in any manufacturing industry and market sector that has a need for electricians.

Total Credit Units Required for Electrician Diploma: 59.0.

- ***Heating, Ventilation and Air Conditioning (HVAC) Diploma Program***

The Heating, Ventilation and Air Conditioning (HVAC) program provides students the skills required to specialize in the field of residential heating and air conditioning service and repair. Most areas of the world require some residential climate control, therefore basic construction, basic electricity, air conditioning, fuel-heating systems, heat pumps, air distribution, system application and design, system controls, and HVAC diagnostics are taught in the program. The HVAC program consists of nine modules.

Graduates of the program can seek employment as entry-level technicians in the residential heating, ventilation and air conditioning field, including Sheet Metal

Fabrication Apprentice, Furnace Install and Repair Apprentice, Furnace Cleaner, A/C Mechanic Apprentice, and A/C Install/Service Apprentice. Intermediate and advanced positions include Electrical Heat Assembler, Heating & Air Conditioning Installation/Service, Gas Furnace Installation and Repair, Sheet Metal Mechanic, Sheet Metal Lay-Out, Sheet Metal Machine Operator, Sheet Metal Fabricator, Sheet Metal Installer, A/C Unit Tester, A/C Technician, and A/C Mechanic.

Total Credit Units Required for Heating, Ventilation, and Air Conditioning Diploma: 55.0.

- ***Medical Administrative Assistant Diploma Program***

The Medical Administrative Assistant program is designed to prepare students for entry-level positions as medical administrative assistants in a variety of health care settings. Students study various administrative procedures related to the medical office, including patient processing and assessment, processing medical insurance claims, bill collections, and general office procedures utilized in various medical offices. In addition to acquiring manual and hands-on administrative skills, the program is designed to teach students computer and keyboarding skills which enables them to become familiar with the computerized technology that is becoming more visible in the 21st century medical office environment.

The medical professionals have come to rely upon well-trained medical administrative assistants for their ability to handle managed-care insurance claims and the general financial functions of the medical office. This diploma prepares the graduate to fill entry-level positions in all medical facilities and insurance companies.

The program is divided into eight learning units called modules. Student must complete modules A through G before starting Module X which is externship. A student can start with any module and continue in any sequence until all seven modules are successfully completed. Modules A through G stands alone as units of study and are not dependent upon previous training. If students do not complete any portion of one of these modules, the entire module must be repeated.

Total Credit Units Required for Medical Administrative Assistant Diploma: 48.0.

- ***Medical Assistant Diploma Program***

The Medical Assistant diploma program is designed to prepare students for entry-level positions as medical assistants in a variety of health care settings. Students learn the structure and function of the major body systems in conjunction with medical terminology, diagnostic and therapeutic procedures, computer skills, administrative

processes, bookkeeping and accounting practices, and the processing of medical insurance forms and claims.

In recent years, the medical assisting profession has become indispensable to the health care field. Physicians have become more reliant on medical assistants for their front and back office skills. Medical offices and ambulatory care providers, clinics, urgent care centers and insurance providers are seeking their services.

The goal of the Medical Assistant diploma program is to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains required and necessary to prepare them for entry level positions such as clinical or administrative assistant, medical receptionist, and medical insurance biller.

Total Credit Units Required for Medical Assisting Diploma: 60.0.

- *Pharmacy Technician Diploma Program*

The Pharmacy Technician diploma program provides both technical and practical training which will enable the technician, upon certification, licensure or registration, to function as a competent entry-level pharmacy technician to the licensed pharmacist. The program provides the student with the basic knowledge of and practice in pharmacy calculations, drug distribution systems, and preparation of sterile dosage forms. Computer skills necessary in pharmacy practice will be utilized, and both pharmaceutical and medical terminology and anatomy and physiology are also covered. The program emphasizes theory, as well as hands-on practice, followed by an externship which prepares the student for the actual work setting. Upon completion of this program, the graduate will be fully prepared to take the national pharmacy technician certification exam offered by the Pharmacy Technician Certification Board (PTCB).

Pharmacy services have expanded and grown at an accelerated rate. Pharmacy Technicians play a major role in pharmacy operations and in the overall healthcare work force. As pharmacy services continue to grow, with new services being offered, new drugs entering the market, and as comprehensive drug information becomes a necessity, the need for highly-trained pharmacy technicians increases.

Many of the traditional pharmacy functions, once performed by pharmacists, are now being performed by pharmacy technicians. Today's pharmacy technician has assumed a position which supports and enhances the progressive direction taken by pharmacy.

The technician has also become the key person in assuring the smooth uninterrupted functioning of traditional pharmacy services.

Pharmacy is a dynamic field requiring an ongoing learning process. Graduates from this training program will become active participants in this growing field by exhibiting competence through knowledge and skills learned through the college.

This program is accredited by the American Society of Health-System Pharmacists (ASHP). Total Credit Units Required for Pharmacy Technician Diploma: 48.0.

- ***Dental Assistant Diploma Program***

The goal of the Dental Assistant program is to provide graduates with the skills and knowledge that will enable them to qualify for entry-level positions as dental assistants. Since they are trained in clinical and radiographic procedures, their services are also sought by general dentists, and dental offices and facilities specializing in pediatrics, orthodontics, endodontics and other specialties, dental schools, dental supply manufacturers, hospital dental departments, dental laboratories and insurance companies.

The objective of the Dental Assistant program is to provide the student with the appropriate didactic theory and hands-on skills required and necessary, to prepare them for entry level positions as dental assistants in today's modern health and dental care offices, dental clinics, and facilities. Students will study diagnostic and procedural terminology as it relates to the accurate completion of dental examinations, procedures, and daily tasks.

The combination of introduced skills taught in this program, will prepare students for the ever-changing field of dentistry and orthodontics. Students study dental radiography, dental sciences, operatory dentistry, laboratory procedures, dental anatomy and orthodontics, and dental health.

Total Credit Units Required for Dental Assistant Diploma: 48.0.

Program Enrollment Data

For comparison purposes and to assess trends, below are the percentages of students enrolled in each program during the past three fiscal years along with the averages; this data is based on the ACICS annual reports.

Everest

COLLEGE

Program	2012	2013	2014	Avg
Accounting (AS) *	15	4	1	7
Criminal Justice (AS) *	97	92	99	96
Paralegal (AS) *	14	3	0	6
Business (AS)	65	78	93	79
Electrician	130	161	164	152
Heating, Ventilation and Air Conditioning (HVAC)	160	178	177	172
Medical Insurance Billing and Coding *	81	44	8	44
Medical Administrative Assistant	109	141	198	149
Medical Assistant	303	342	368	338
Pharmacy Technician	166	163	155	161
Dental Assistant	115	111	117	143
Massage Therapy *	23	0	0	7

* Program has either been discontinued or is currently being taught out.

Credential Level	2012	2013	2014	Avg
Diploma %	85%	87%	86%	86%
Associate's Degree %	15%	13%	14%	14%

Summary & Analysis of Data

The Electrician Diploma, Medical Assistant Diploma and Heating, Ventilation and Air Conditioning (HVAC) Diploma programs have had the highest percentage of enrollments over the past two years. The two programs that have the lowest percentage of enrollments, Medical Insurance Billing and Coding and Accounting (AS) have been taught out. The Criminal Justice (AS) is currently being taught out and no longer enrolling new students.

Over the past year there has been a 29% decrease in all program enrollments due to the loss of Veteran Affairs Educational Funding. The campus anticipates enrollment to increase over the next two years as our Veteran Affairs Educational Funding is reinstated.

Distance Education

Rationale

To better serve the students of Everest, the school has initiated an optional delivery system that gives students the opportunity to complete some of their required courses

online. Online learning offers students the opportunity to hone computer skills, enhance written communication abilities and to take more responsibility for their own learning while mastering the course content. These are essential skills for today's workers. Employees who come to the workplace with these skills and a sense of personal responsibility will compete much more effectively for employment and promotion. The online, optional mode of delivery is entirely consistent with the school's mission and is a significant step in the evolution and growth of our commitment to adapt to the changing needs of our students and communities.

Online courses offered at the campus are managed through the Online Division of Zenith Education Group. However, support is offered on-ground through the Online Coordinator and the Academic Dean. Students are given an orientation to the online format as well as a packet of materials for additional reference.

Scheduling

Admissions, financial aid processing and academic advisement are the same for students taking online courses as they are for students taking on-ground courses. The online schedule of classes is published through Campus Support Center and communicated to the school for both the quarter and mini-quarter starts. Registration for online courses is done on-ground as a part of the regular registration process. As reported in the ACICS annual report, degree students are taking advantage of the opportunity to participate in online learning.

Year	% Enrolled in one or more Online courses
2012	20%
2013	18%
2014	24%

Format, Content and Assessment

Online courses are currently available for students in degree programs. Courses are offered using the eCollege platform via the Internet. Course outcomes and objectives are identical, but learning and graded activities vary between online and on-ground due to the nature of each learning environment. Learning and graded activities are closely aligned with course outcomes and objectives. Students are able to demonstrate mastery of course outcomes and objectives by successfully completing graded activities, as well as earning a passing grade in their course.

Each course within a program offered has regularly scheduled academic activities that occur throughout the term. These academic activities are integral to ensure that course outcomes are met and that specific learning objectives are achieved within individual

courses. Academic activities provide the instructors with specifics that aid in the assessment of student performance and the eventual awarding of a final course grade. Student participation in these activities is important to the mastery of material within the course of study.

Student and Faculty Orientation

Prior to taking an online course for the first time, students participate in a hands-on online orientation course that is held on campus and that was developed by the Online Division. This orientation includes information on how to access the course, find the syllabus and use the major platform tools. During this orientation, students learn how to access the course instructor, online library and other online services and resources. There is also a demo course that students may access to get a sense of how the online course delivery works. Students taking online classes also have access to a toll-free number and email helpdesk that is available 24/7 for assistance.

Online instructors are carefully interviewed and must successfully complete a three-week, intensive online preparation and assessment course before they are hired as online instructors. The course covers how to effectively navigate the standardized course tools and content areas within eCollege and become familiar with the institution's policies and resources for faculty and students. The course also emphasizes the extent of instructor/student interaction expected in the online environment. Instructors must own and demonstrate the successful use of the equipment listed below during orientation and training:

Windows Systems

Windows 7, XP, Vista
56K Modem or higher
Sound Card and speakers
Firefox, Chrome, or Microsoft Internet explorer

Mac Systems

Mac OS X or higher (in classic mode)
56K modem or higher
Sound Card and Speakers
Apple Safari

In addition the instructors may consult a 24/7 hot line, managed by eCollege, which offers assistance on platform and technical issues.

Student and Faculty Satisfaction

The Online Division of Zenith gathers and assesses satisfaction levels of students and faculty using surveys. Student satisfaction surveys are deployed for all students in week eleven of each term. Online instructors can access the results of these surveys after the course ends and the online academic support coordinators and associate deans utilize the results for coaching purposes. If there are issues related to online courses, the campus is notified through a Student Issue Form. The Online Coordinator and/or Academic Dean(s) at the campus follow up to help resolve these issues locally. Likewise, if a student has a concern or issue related to an online course requiring additional intervention, a Student Issue Form is completed by the Online Coordinator at the campus and sent to the appropriate Online Associate Dean for resolution.

Online instructors complete a satisfaction survey which is deployed in the eCollege Learning Management System each quarter. The Online Associate Deans also survey online instructors to assess satisfaction levels pertaining to course content and curriculum changes. All online instructors receive, and are encouraged to complete, the Hay Group employee survey which is sent to all employees on an annual basis.

Future Plans

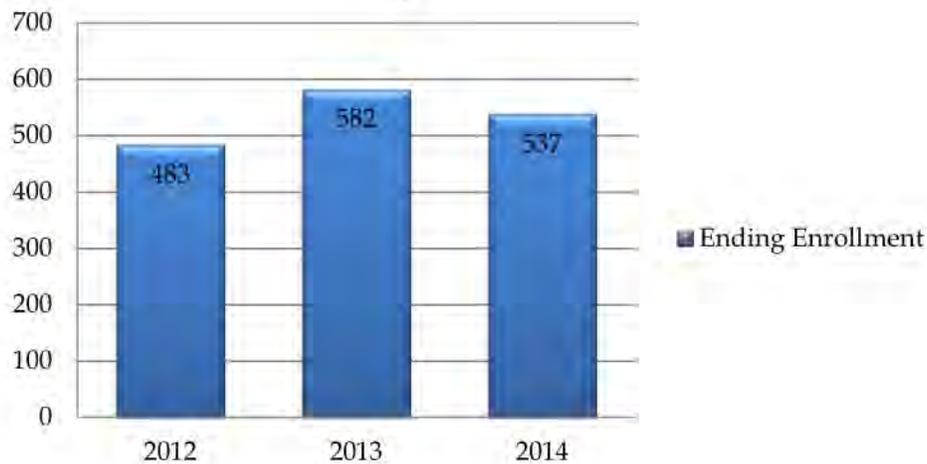
Enhancing the hybrid student experience is the continuing objective of this campus for FY'15. The focus is on improving communication between on-ground campuses and Online Division as well as enhancing the resources and support available to hybrid students. The online support team is continuing to work on enhancing the course curriculum and changing the format of the courses from units to weeks. The new format is accompanied by more detailed, user-friendly syllabi to help bolster the student's understanding of the course expectations. In addition, they are working on providing additional options such as e-books and access to courses via smart phone apps to allow for increased accessibility and interaction within the online platform.

STUDENT POPULATION CHARACTERISTICS

Campus Enrollment

The student enrollment at the campus has experienced significant change over the past several years. The table below depicts the ending enrollment for fiscal years 2012, 2013 and 2014:

Ending Enrollment



As illustrated above, enrollment has fluctuated over the past three years due to changes in campus leadership.

Future initiatives, which include the release of new marketing materials and the reinstatement of Veteran Affairs Educational funding, will increase the enrollments.

Student Demographics

The campus's administration monitors the student demographics to observe and assess trends that would call for changes in program offerings, course delivery, and other variables under the institution's control that would enhance the students' education and experience at the school and strengthen the students' career options. For example, the Pharmacy Technician and Medical Insurance Billing and Coding degree programs are transitioning to diploma programs because it was determined that the diploma training prepares students for entry-level positions in their fields while reducing their educational costs and time spent obtaining a credential.

Many Everest students work or are seeking employment and many have families. About 60% of the students now attend classes during the day, and 40% attend classes in the evenings. A large number of degree-seeking students take one or more online classes.

Gender

The majority of students attending Everest are female as illustrated below. The percentages have remained relatively steady over the past three years with the female population declining only 4%.

Gender	2012	2013	2014
Female	70%	65%	66%
Male	30%	35%	34%

Ethnicity

The ethnic makeup of the campus population has not changed dramatically over the past three years. The majority of students are African American, followed by Whites and then Unknown. The campus has very few Asian, American Indian and Pacific Islander students.

Ethnicity	2012	2013	2014
Asian	1.2 %	1.1%	0.7%
White	27.1%	22.5%	21%
Hispanic	5.3%	4.7%	4.5%
African American	62.2%	65.4%	63%
Unknown	2.0%	4.3%	9.7%
American Indian	1.4%	1%	0.5%
Pacific Islander	0.8%	1%	0.6%

Age

The majority of the campus population is between the ages of 18 and 44. The percentage of students 25 years or younger has increased by approximately 1.5% over the past three years.

Age	2012	2013	2014
Under 18	0.0%	0.0%	0.0%
18-25	39.4%	41%	42.2%
26-44	51.3%	48.6%	46.3%
45 and older	9.3%	10.4%	11.5%

STUDENT RETENTION

Evaluation Tools & Rationale

The primary evaluation tool used to measure and monitor student retention is the ACICS Campus Accountability Report (CAR). This tool provides an established and

consistent measure for tracking and analyzing retention rates.

Data Collection & Monitoring

The data for the CAR is collected in the CampusVue Student Management System on an ongoing basis. The academics and registrar departments are responsible for input and accuracy of the data. Reports are periodically generated by academics and the campus president to determine progress throughout the year and identify opportunities for improvement.

Historical & Baseline Data

The historical data below reflects the data reported in the ACICS Campus Accountability Reports for 2012, 2013 and 2014. The official annual report data is reviewed and verified by the Academic Dean, Campus President and the Accreditation and Licensing department.

Retention	FY 2012	FY 2013	FY 2014	Baseline (Average)	Update: Jul - Dec 2014
Campus Retention	76.90%	77%	76%	76.63%	71.21%
Accounting (AS) *	40%	50%	100%	63.33%	N/A
Criminal Justice (AS) *	71.32%	77%	63%	70.44%	63.27%
Paralegal (AS) *	71.43%	67%	N/A	69.21%	N/A
Business (AS)	67.69%	71%	68%	68.89%	64.06%
Electrician	86.92%	79%	82%	82.64%	65.59%
Heating, Ventilation and Air Conditioning (HVAC)	85%	78%	76%	79.66%	71.74%
Medical Insurance Billing and Coding *	81.48%	95%	62%	79.49%	100%
Medical Administrative Assistant	75.23%	80%	83%	79.41%	79.61%
Medical Assistant	71.29%	77%	75%	74.43%	69.44%
Pharmacy Technician	76.51%	73%	84%	77.83%	75.79%
Dental Assistant	78.26%	72%	70%	73.42%	78.26%
Massage Therapy *	91.30%	N/A	N/A	91.30%	N/A

*Program in Teach Out

Summary & Analysis of Data

Overall, the campus retention rate was steady between 2012 and 2014 with an overall average of 76.63%. July through December 2014 fell 5.42% due to the loss of the Veteran Affairs Education funding.

The programs that fell below the 65% (degree) and 70% (diploma) retention benchmarks include:

- Accounting AS

The Accounting AS degree program has been taught out and therefore does not require an improvement plan.

Changes Implemented as a Result of the Data Collected

Faculty and Staff

A recruiting process has been implemented which focuses on hiring instructors who have professional experience in their field and who also hold advanced degrees in their chosen disciplines.

In order to achieve the retention goal the college continues to provide focused assistance and training to instructors that emphasize development techniques and that address teaching and classroom management issues. Some of these trainings have included a focus on helping these instructors differentiate between student excuses and student obstacles, as well as techniques to motivate adult learners.

Students

A dedicated advisement program has been established and will continue to be evaluated for success. This process encourages interaction between the Instructors and students in order to provide better communication and accountability. The instructors are responsible for reviewing mid-term grades as well as providing assistance and guidance to their students when needed.

Total Campus Effort

A Total Campus Effort initiative has been implemented which charges all employees, despite department, with a common goal of student success. This has led to interdepartmental teams being created which focus on student engagement. Weekly meetings are held with all departments to discuss high risk students. Additionally, monthly hand-off meetings between the Academics department and the Career Services department have been established so that any issues or obstacles can be resolved before Allied Health students enter into their externship opportunity.

Improvement Strategies

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Our retention program is based upon fostering student engagement and building relationships that encourage the student to reach success. The retention activity begins when a student first steps on campus and is strengthened as they attend new student orientation. Following this process, our Business AS students are enrolled in a Strategies for Success class which provides fundamental skills necessary to be successful students and professionals. Furthermore, this class helps foster relationships and a sense of community that our students need.

Additionally, attendance is regularly monitored by faculty and staff. Generally, a student's instructor will contact them if they are absent from class. The instructor's focus is on making sure the student is successful and in maintaining good communication between the school and the student. The information garnered by the instructor or staff is then taken to Academic Support Team meetings for discussion. These meetings include faculty, program chairs and directors and focus on student engagement, attendance and other student issues and obstacles. Although a list of student absences is reviewed at this meeting, a more linear or long term approach is taken to address and solve student issues before they result in student withdrawal from the institution. As potential issues are identified, strategies are implemented to help divert the obstacles and challenges. This is more than just an attendance tracking endeavor; it is instead focused on increased engagement of our student population.

Activities in place to encourage retention include:

- Inspire Training for new faculty members
- Success recognition including the President's List, the Dean's List and Perfect Attendance Awards
- Student appreciation and engagement activities such as Spirit Weeks and Student Appreciation events

Again, we are convinced that enhanced student engagement is the key to student retention and graduation. Thus, we have also implemented enhanced community involvement and engagement by providing meaningful field trips and guest speakers. These activities help to foster relationships between community leaders and students, thus providing a more meaningful student experience.

Finally, in order to further enhance the desire and enthusiasm to remain in school, several positive activities have been implemented. These activities include, but are not limited to: ongoing student appreciation events, "end of mod" celebrations and public recognition of Dean's List, President's List and Perfect Attendance awards.

Future Goals

Baseline rates were established using a three year average of retention rates. These

rates, as well as historical performance and new ACICS retention benchmarks, were used to establish the 2015 goals below:

Retention	2015 Goals
Campus Retention	71%
Criminal Justice (AS) *	70%
Business (AS)	70%
Electrician	70%
Heating, Ventilation and Air Conditioning (HVAC)	70%
Medical Administrative Assistant	75%
Medical Assistant	70%
Pharmacy Technician	75%
Dental Assistant	70%

*Program is in Teach Out

GRADUATE PLACEMENT

Evaluation Tool & Rationale

The primary evaluation tool used to measure and monitor graduate placement is the ACICS Campus Accountability Report (CAR). This tool provides an established and consistent measure for tracking and analyzing placement rates.

Data Collection & Monitoring

The placement data for the CAR is collected in the CampusVue Student Management System on an ongoing basis. On the first day of employment, a Career Services representative contacts the graduate or the graduate's employer and verifies that he or she has begun employment. The representative then enters the placement data into CampusVue. The First Day Employment Confirmation form is then faxed to the employer to be completed, signed and faxed back to Career Services. Once returned, this form is tracked in CampusVue as "received" and signed by the Director of Career Services.

Student placement is calculated and the results reported and discussed at the regular (generally weekly) managers' meetings. In addition, the student placement information is shared with other Everest Career Services departments, the Campus President, the

Regional Vice President and the Corporate Career Services Director in weekly conference calls.

Historical & Baseline Data

The historical data below reflects the data submitted in the ACICS Campus Accountability Report for the past three years. The annual report data is reviewed and verified by the Director of Career Services, Campus President and Accreditation and Licensing Department.

Program	2012	2013	2014	Baseline
Campus	52.70%	62%	60%	58.23%
Accounting (AS)	100%*	100%*	N/A	100%
Criminal Justice (AS)	50%	33%	71%	50.33%
Paralegal (AS)	0%*	0%*	N/A	0%
Business (AS)	83.33%*	33%	86%	67.44%
Electrician	63.46%	76%	60%	66.48%
Heating, Ventilation and Air Conditioning (HVAC)	58.82%	60%	69%	62.60%
Medical Insurance Billing and Coding	58.62%	53%	100%*	70.54%
Medical Administrative Assistant	58.97%	66%	56%	60.32%
Medical Assistant	52.87%	60%	63%	58.62%
Pharmacy Technician	26.98%	60%	53%	46.66%
Dental Assistant	51.28%	63%	47%	53.76%
Massage Therapy	61.11%	N/A	N/A	61.11%

*Less than 10 graduates in this program

N/A - No graduates

Summary & Analysis of Data

The placement rate reported for 2013 was 62%, which did not meet the ACICS student achievement benchmark. However, it is an increase from the 2012 placement rate of 52.70%. The placement rate for 2014 experienced a 2% decline with a final overall placement rate of 60%.

For FY14, the school's placement goal was 70%. The campus fell short of its goal and the ACICS benchmark with a placement rate of 60%. The Career Services Department continues to focus on graduates within the underperforming cohorts to assist them with employment and strive to achieve the placement goals.

Six programs did not meet the ACICS benchmark of 70% in FY14. They are Electrician at 60%, Heating, Ventilation and Air Conditioning at 69%, Medical Administrative

Assistant at 56%, Medical Assistant at 63%, Pharmacy Technician at 53%, and Dental Assistant at 47%. Please see the CEP Program Improvement Plans, Appendix I, in which each program's issues are analyzed, current and planned strategies and activities are described, and realized and expected outcomes are set forth.

Changes Implemented as a Result of the Data Collected

In addition to continuing implementation of its multi-faceted placement assistance operation, the Career Services department, as well as other campus departments and individuals, is establishing several additional measures to reach its placement goal of 80% for FY15. These measures include the following:

- Focus on the externship process to increase the number of externs who are hired by their externship provider.
- Have weekly Place Our Grads meetings with Program Directors and Career Services representatives.
- Continue to attend Student at Risk meetings, sharing information and ideas with Admissions, Finance and Academics.
- Better prepare Pharmacy Technician students to pass their Pharmacy Virginia State Board Exam or their Pharmacy Technician Certification Exam which is mandatory for a Pharmacy Technician in the state of Virginia to work in a pharmacy.
- Better prepare Dental Assistant students for their Dental Assisting National Board Radiation Health and Safety Exam. This is not a mandatory requirement in the state of Virginia, however, employers will not hire graduates that do not have the certification
- Implementation of the Medical Assistant Certification Program through National Healthcareer Association in order to ensure that each the student to passes the certification exam prior to their externship.
- Conduct meeting with Electrician and HVAC students within the first month to determine background and driver license status. Provide coaching on different avenues to overcome obstacles to placement. During the Admissions process, provide potential trades enrollees with an overview of how background and driver license status may impact finding a job in their field.
- Focus on a broader scope of open jobs for the Medical Administrative Assistant graduates. The campus will look at the feasibility of adding the Certified Medical Administrative Assistant Certification exam through the National Healthcareer Association as part of the program prior to graduation in order to increase employability.
- Provide more soft skills coaching to students through the Touch Points initiative that starts at New Student Orientation and continues through the student's program of study. Touch Points is designed to help students gain more confidence in interpersonal communications and to increase their

professionalism. It focuses on resume writing, filling out applications correctly, interviewing, proper interview attire, and improving the student's ability to verbalize their abilities to an employer. Each student will have a formal mock interview conducted by a Campus Director or Program Director prior to graduating.

Improvement Strategies

The Career Services department offers additional services to students such as providing career website listings and information on different companies and advising students on image management and pre-interview preparation. The department also hosts job fairs on campus, usually four times a year, as well as directs students to other local job fairs, during which the students have the opportunity to develop contacts with local employers. Career Services also has one to two employers on campus a week to conduct onsite interviews. The department also participates in the semi-annual Program Advisory Board meetings to further contact between local employers and the school's students. In addition, the school also employs the following strategies to improve placement rates:

- Continuing focus of Career Representatives on career and professional development of the students and continuing focus of Account Representatives on employer development and partnerships. Having these individuals focused on one of these initiatives allows the campus to maximize individual strengths and keeps the scope of their roles more specific.
- Career Services INSPIRE Workshops: Career Services conducts workshops to engage students from the beginning of their education through graduation. Workshop topics include job search skills, resume writing, interviewing and professionalism. The department also assists students with portfolio development and provides actively-seeking graduates with coaching on interviewing techniques and job searches as necessary. Workshops for linear students are presented in the first and last terms and for modular students, during monthly Career Days.
- The Career Services Director uses a "Potential Graduate" list from CampusVue to identify degreed students who are in their last quarter and then work with those students early in the quarter to make sure their resumes and cover letters are distributed timely and proactive manner.
- New Career New You Workshops: Career Services presents this workshop twice a year to unplaced graduates. This workshop usually coincides with the Pre-Graduation event in order to increase attendance. The workshop focuses on resume updates, mock interviewing, social media tools, professional dress assessment, job needs assessment, and marketing tools and ideas.
- Career events: Schedule career events for students and local employers while

providing employers with opportunities to present overviews of their companies and conduct on-campus interviews. We hosted three Career Fairs in FY14 and are planning on hosting four Career Fairs in FY15. We are expecting to increase employer career fair attendance each quarter. In order to increase graduate attendance to the career fairs we will be adding a “Everest Alumni Breakfast” event the morning of the scheduled career fair. In addition, the first thirty minutes of the career fair will be for the graduates only.

- Increase networking: Continuing to expand our “network” in the industries of the community. The staff in the department is actively engaged in attending Chamber of Commerce events.
- Increase employers on campus to three to four employers a week. This will allow for increased interviewing opportunities and will allow for increased employer development.
- Expanding the role of the Externship Coordinator to include cradle to grave approach for externship monitoring and management to enhance the likelihood of extern-to-hire opportunities. The current extern-to-hire ratio is 16% but it fluctuates monthly. The goal is to achieve 30% or higher. However, it should be noted that larger pharmacy groups such as CVS and Walgreens have our student’s extern at one site and move them to another site with the company for hire which does not officially meet the criteria for extern-to-hire despite the externship and hire being with the same company.

Future Goals

Baseline placement rates have been established using the averages of the last three years (where available). The baseline rates, as well as historical performance and ACICS benchmarks, were used to establish the 2015 placement goals below.

Placement	Baseline	2015 Goals
Campus Placement	58.23%	80%
Criminal Justice (AS) *	50.33%	80%
Business (AS)	67.44%	80%
Electrician	60%	80%
Heating, Ventilation and Air Conditioning (HVAC)	62.60%	80%
Medical Administrative Assistant	60.32%	80%
Medical Assistant	58.62%	80%
Pharmacy Technician	46.66%	80%
Dental Assistant	53.76%	80%

*Program has either been discontinued or is currently being taught out.

GRADUATE SATISFACTION

Evaluation Tools & Rationale

The campus uses a graduate survey to measure and evaluate graduate satisfaction. The surveys allow the campus to collect feedback directly from graduates about their satisfaction with the education and services provided by Everest.

Data Collection & Monitoring

Data for 2013 and 2014 was not collected properly. Student and employer survey response rate was low. Currently, surveys are being distributed quarterly and if a response is not received within three months, the survey is redistributed. The campus also collects graduate survey feedback at pre-graduation event if the graduate has not responded to previous efforts. The Career Services department gathers and summarizes the data when it is received and summary information is shared with campus leadership to assess the effectiveness of programs.

Historical & Baseline Data

The table below summarizes responses from the graduate satisfaction surveys for calendar year 2014. The questions on the new graduate surveys utilized beginning October 2013 differ from those asked on the previously utilized surveys, making data comparison not possible. Until sufficient data for each of the new survey questions can be compiled over a three year period, the campus will continue to update the data collected on an annual basis.

Summary By Year	2013	2014	Baseline
Participation			
# of Graduate Surveys Sent	N/A	80	33
# of Graduates Surveys Received	N/A	5	3
Participation Rate	N/A	6%	9%
# of Responses Per Category	N/A	N/A	N/A
Average Rating Per Question			
1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree			
Helped me acquire the knowledge necessary for a position in my field of study	N/A	3.7	3.7
Provided me with the skills appropriate for a position in my field of study	N/A	3.7	3.7

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Prepared me to communicate effectively in a professional setting	N/A	3.0	3.0
Helped me analyze information, solve problems, and make decisions at a level appropriate to my position	N/A	3.0	3.0
Prepared me to accept supervision from supervisor	N/A	3.0	3.0
Average for Questions 1-5			
How would you rate the quality of service your Career Services team provided you in your job search? (Scale of 1-10 with 1=Lowest Quality and 10=Highest Quality)	N/A	9.0	9.0
How likely are you to recommend someone to take part in this program? (Scale of 1=10 with 1=Least Likely and 10=Most Likely)	N/A	8.4	8.4

Summary & Analysis of Data

Overall, the surveys were neutral in 2014. In 2014, the average satisfaction rate was 3.3 on a 5.0 scale. Due to the low number of comments on the surveys returned we cannot make an analysis. Changes have been implemented in the Career Services department to ensure accurate data collection and reporting of graduate surveys.

Future Goals

Baseline rates for each question were established by averaging the data for the periods measured. Goals were identified using the baseline rates as a reference.

Participation	Goals
Participation Rate	30%
Average Rating Per Question	
Helped me acquire the knowledge necessary for a position in my field of study	4.7
Provided me with the skills appropriate for a position in my field of study	4.7
Prepared me to communicate effectively in a professional setting	4.7
Helped me analyze information, solve problems, and make decisions at a level appropriate to my position	4.7
Prepared me to accept supervision from supervisor	4.7
Average for Questions 1-5	
How would you rate the quality of service your Career Services team provided you in your job search? (Scale of 1-10 with 1=Lowest Quality and 10=Highest Quality)	9.5

How likely are you to recommend someone to take part in this program? (Scale of 1=10 with 1=Least Likely and 10=Most Likely)	9.0
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EMPLOYER SATISFACTION

Evaluation Tools & Rationale

The campus uses employer surveys to measure and evaluate employer satisfaction. The survey allows for direct feedback from employers about their satisfaction with our graduates. All programs use the same survey questions.

Data Collection & Monitoring

Data for 2013 and 2014 was not collected properly. There has been a turnover of Externship Coordinators and this has since been corrected. The perception of our employers is significant in order to maintain a consistent flow of open job opportunities for our graduates. To measure this level of satisfaction, an employer survey for all programs is sent to each employer at least 60 days after a graduate's date of hire. In an effort to improve employer feedback and response rates, surveys are delivered by mail, email, and fax or in some cases, via the telephone. The overall goal of the survey questions is to assess the level of employer satisfaction. This includes evaluating graduate functional skills, interpersonal skills, work ethic, and confidence. The appropriate departments then review the results of the employer survey and propose potential changes in an effort to improve the employer experience when hiring Everest graduates.

Historical & Baseline Data

The table below summarizes responses from the employer satisfaction survey. It is important to note that questions on the new employer surveys utilized beginning October 2013 differ from those asked on the previously utilized surveys, making data comparison not possible. Until sufficient data for each of the new survey questions can be compiled over a three year period, the campus will continue to update the data collected on an annual basis.

Summary By Calendar Year	2013	2014	Baseline
Participation			
# of Employer Surveys Sent	N/A	80	80
# of Employer Surveys Received	28	56	42
Participation Rate	N/A	70%	70%
# of Responses Per Category	N/A	N/A	N/A
Average Rating Per Question			

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree			
The Employee demonstrates acceptable training in the area for which he/she is employed.	3.4	4.0	3.7
The employee has the skill level necessary for the job.	3.4	3.7	3.6
I would hire other graduates of this program	71%	93%	82%

Summary & Analysis of Data

Employer survey response rate continues to be a challenge due to changes in employer’s policies regarding verifications of employment in which most employers will only verify name, title and dates of employment. Trends are showing that the number of employers unable to complete surveys because it is against their company policy is increasing. Additionally, we have lost several employers over the last year due to increasing phone calls from the Campus Employment Verification Teams. Multiple employers find the employment verification process to be excessive.

Changes Implemented as a Result of the Data Collected

To encourage better data collection, 30 days after the Employer Survey has been sent, a second survey will be sent. If the survey is not received within 30 days after the second survey was sent then a phone call will be made in order to gather data for the survey.

Action Plans/Improvement Strategies

There are always plans to improve the level of satisfaction of our employer community. While this plan is evolving over time, there are specific actions being taken to increase employer satisfaction in these areas. These actions include:

- Continue offering Career Services workshops that focus on job search skills, soft skills and success on the job once a graduate has been hired by an employer.
- Conduct regularly scheduled Career Services Inspire presentations.
- One-on-one meetings between students and their Career Representative periodically throughout the students’ program.
- Introduction to the employment packets offering students and graduates access to educational and career resources.
- We will develop a plan to follow-up with employers in regards to surveys and also invite them to attend our bi-annual Program Advisory Board Meetings where they can provide direct responses in regards to our students, externs and graduates in more detail than what is available on the survey. This will be a great way to grow in attendance at our PAC meetings.
- Requiring mandatory registration for any relevant Certification exams will help ensure our graduates are qualified candidates, have received the necessary training and will be more employable in field therefore yielding higher results on

employer surveys sent/received.

Future Goals

Goals were identified using the baseline rates and the actual historical data for reference.

Participation	Goals
Participation Rate	85%
Average Rating Per Question	
Possesses the needed knowledge, skills, and abilities appropriate to his/her level of education	5
Communicates effectively in the workplace	5
Accepts supervision and works effectively with supervisors	5
Demonstrates professional behavior	5
Can analyze information, solve problems, and make decisions at a level appropriate to his/her position	5
Average for Questions 1-5	
How would you rate the quality of service provided to you by your primary point of contact?	10
How likely would you be to hire or recommend a graduate from this program if there is a job opening?	10

STUDENT LEARNING OUTCOMES

Evaluation Tools & Rationale

In addition to using retention and placement information, the campus uses one or more of the following to assess student learning outcomes by program:

1. Cumulative Grade Point Average (CGPA) by program
2. Percentage of students with failing grades
3. Certification/Licensure exam pass rates (as applicable)

The rationale for using the first two methods above is that all provide a means of measuring and monitoring student progress and achievement in their coursework and programs of study. Obtaining certification or licensure in a discipline is evidence that students have learned the required skills and knowledge to be successful in their field

of study.

Data Collection & Monitoring

- Grades are entered into the CampusVue student management system at the end of each term and reports are then generated by the Academic Dean to assess CGPA and Grade Distribution by program.
- Registration (licensure) of Pharmacy Technicians is completed at final exit with Program Director contingent upon completion of externship and program. This process is monitored via the utilization of a spreadsheet.
- Certification information for Pharmacy Technicians is obtained from the Pharmacy Technician Certification Board (PTCB) website and tracked via a spreadsheet.

Historical & Baseline Data (CGPA & Failing Grades)

Average CGPA	2012 Terms		2013 Terms		2014 Terms Jan - Oct 2014		Baseline
	Total # of Grades	Avg CGPA	Total # of Grades	Avg CGPA	Total # of Grades	Avg CGPA	
Accounting (AS) *	9	3.2	9	3.0	4	3.3	3.2
Criminal Justice (AS) *	63	2.1	41	2.4	25	2.9	2.5
Paralegal (AS) *	21	2.7	4	2.61	1	2.4	2.6
Business (AS)	42	2.9	36	3.0	21	2.7	2.8
Electrician	72	3.1	86	3.0	75	3.2	3.1
Heating, Ventilation and Air Conditioning (HVAC)	98	3.4	96	2.9	69	2.9	3.0
Medical Insurance Billing and Coding *	38	2.9	2	3.0	6	2.9	2.9
Medical Administrative Assistant	64	3.4	55	3.3	106	3.6	3.4
Medical Assistant	198	2.7	160	2.9	140	2.7	2.7
Pharmacy Technician	99	2.8	99	2.5	75	3.5	2.9
Dental Assistant	79	3.0	62	3.1	58	3.1	3.0
Massage Therapy *	28	3.0	N/A	N/A	N/A	N/A	3.0

Failing Course Grades	2012 Terms	2013 Terms	Jan-June 2014 Terms	Base- line
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Everest

COLLEGE

	# of F Grades	% of F Grades	# of F Grades	% of F Grades	# of F Grades	% of F Grades	
Accounting (AS)	98	23%	31	3%	N/A	N/A	13%
Criminal Justice (AS)	646	7%	682	8%	296	13%	9%
Paralegal (AS)	114	1%	30	0%	N/A	N/A	1%
Business (AS)	383	8%	436	11%	310	12%	10%
Electrician	544	3%	727	7%	367	5%	5%
Heating, Ventilation and Air Conditioning (HVAC)	658	3%	749	8%	374	4%	5%
Medical Insurance Billing and Coding	283	3%	129	1%	5	0%	1%
Medical Administrative Assistant	352	4%	490	3%	391	1%	2%
Medical Assistant	985	8%	1462	9%	669	14%	10%
Pharmacy Technician	625	11%	561	3%	277	1%	5%
Dental Assistant	456	3%	366	5%	207	1%	3%
Massage Therapy	42	0%	N/A	N/A	N/A	N/A	0

Summary & Analysis of Data (CGPA & Failing Grades)

CGPA: All program achieved an average baseline CGPA of 2.5 or better. In 2014 the average overall CGPA for all programs combined is 3.0. In looking at the average CGPA by credential level over the past three years, there has been little to no fluctuation. This indicates that students are learning and applying the information and skills learning in the classroom and lab. The diploma programs have the highest average CGPA while the degree programs have lower averages overall. However, the difference is minimal. The Criminal Justice AS program has the lowest CGPA at 2.5. This is likely the result of students in that program going from a modular delivery method with classes five days a week to a linear delivery method with classes meeting three times a week (full-time) as well as some students moving from on ground classes to online classes. The linear delivery coupled with fewer class meetings each week requires more self-motivation on the student's part.

Over the past three years, majority of the diploma programs have experienced little fluctuation with regard to the percentage of students who failed a module with the exception of the Medical Assistant diploma program. The Medical Assistant diploma program experienced a fluctuation from 9% in 2013 to 14% in 2014. The Criminal Justice and Business AS programs experienced high fluctuation over all three years, not surprisingly those are the two degree programs have the lowest CGPA's.

Changes Implemented as a Result of the Data Collected (CGPA & Failing Grades)

- The Chesapeake Campus has added tutoring sessions that is manned by program directors, instructors and student mentors.
- Faculty members are encouraged to provide at least one extra-curricular activity per term in the way of a guest speaker or field trip. This helps keep students engaged and encouraged by individuals who are working in the field.

Improvement Strategies (CGPA & Failing Grades)

The retention initiatives the campus continues to implement also factor into learning outcomes of our students. The primary strategies used to improve learning outcomes of our students include:

- Attendance taking for linear programs was implemented in fall 2012. Previously, the linear students were required to participate in key academic events during the term, but they will now be subject to similar attendance requirements as the modular students. This initiative will promote regular attendance in the classroom, which in turn is expected to improve grades. It is also a way to foster “early intervention.”
- Tutoring sessions will continue to help mentor and tutor students who are experiencing challenges in their coursework.
- Cooperative initiative between Academic/ Admissions to identify At Risk students through the interview process. Increased communication efforts between Academics/ Admissions by way of weekly meetings to discuss new starts who may be At Risk. Early intervention is the objective.
- Daily communication between the faculty and Program Directors in the way of an email sent to the Program Directors within 2 hours of the end of every class to ensure exposure of all MIA and At Risk students.
- Monthly classroom evaluations are conducted to ensure quality instruction in the classroom.
- The Degree Program Director frequently teaches two major core classes per term to ensure she stays “hands-on” with her students.

Future Goals

Average CGPA	CGPA 2015 Goals	Failing Course Grades 2015 Goals
Criminal Justice (AS) *	2.5	10%
Business (AS)	2.8	9%
Electrician	3.1	5%

Everest

COLLEGE

Heating, Ventilation and Air Conditioning (HVAC)	3.0	4%
Medical Administrative Assistant	3.4	2%
Medical Assistant	2.7	9%
Pharmacy Technician	2.9	2%
Dental Assistant	3.0	2%

Historical & Baseline Data (Pharmacy Technician Licensure)

The summary data below reflects tracked data for graduates from the pharmacy technician program that have successfully registered with the state of Virginia. Registration with the state of Virginia is required for employment purposes. In order to obtain licensure from the state of Virginia the pharmacy technician must provide proof of completion of a credentialed program.

At completion of the pharmacy technician program the graduates are instructed to fill out the appropriate online application, fees are paid for by Everest.

Cohort	# of Grads	# of Grads Registered w/ the State of VA	% Registered w/ State of VA
2014	68	46	68%
2013	50	32	64%
Baseline	55	39	66%

The summary data below reflects tracked data for graduates from the pharmacy technician program that have sat for the Pharmacy Technician Certification Exam through the PTCB. Certification is highly recommended and encouraged for all graduates from the pharmacy technician program. Candidates are able to take the exam at any time during their education however they are suggested to wait until the latter part of the program to ensure they have received the necessary knowledge to pass.

Cohort	# of Grads	# of Exams Attempted	# Passed	# Failed	% Passed
2014	68	50	42	16	62%
2013	50	39	32	18	64%
Baseline	59	44	37	17	63%

Summary & Analysis of Data (Pharmacy Technician Licensure)

The number of exams attempted decreased by 5% in 2014. The importance of the exam has been emphasized in the classroom and the student's understand that they need to take the exam. The exam rate and failure rate decreased from 2013 to 2014. Now all students are required to take the Virginia Start Board of Pharmacy exam.

Changes Implemented as a Result of the Data Collected

- Follow-up calls/emails/mailings will be done by the Program Chair and Career Services to ensure all graduates obtain proper licensure to be employed in the State of VA therefore improving overall placement rates.
- Additional study sessions have been developed to help prepare students for the exams or assist those who have failed in the areas in which they need improvement. The Program Chair will promote these additional study sessions to current students and graduates.

Improvement Strategies

- Continue to monitor spreadsheet developed to track when a student graduates from the pharmacy technician program, when payment is processed for the State of VA.
- Continue to monitor the State of VA web site to confirm when licensures have been processed.
- Students will be expected to complete the necessary online application during their 5th module to ensure processing of payment.
- Continue to monitor the PTCB web site to confirm when certifications have been officially awarded.
- Follow-up on those scheduled will be completed and therefore improve the number who attempt to take the exam.
- Weekly tutoring sessions are offered to all current students and graduates. Focusing on the material that is covered in both the State license and National certification exams.

Future Goals

The registration goal for 2015 is to have 100% of graduates register with the state of Virginia with 80% passing. The PTCB certification goal for 2015 is to have 100% of student attempting the exam and 70% passing.

Historical & Baseline Data (Medical Assistant Certification)

As of January 1st, 2015, certification is mandatory for all medical assistants employed in the healthcare industry with access to protected health information. Although the MA Certification Program is waiting budget approval candidates are able to take the exam

during their 7th module at their own cost in order to be certified by the time they enter externship. Candidates must hold a high school diploma or GED in order to obtain an official certification upon successful completion of the NHA CCMA Exam, per NHA guidelines. Because the MA Certification was not mandatory for Medical Assistants to be employed we were not tracking the data. As of March 2015 the MA Program Director is tracking the certification data.

Improvement Strategies

- Developed a spreadsheet to monitor and track when a student registers for the CCMA certification exam and whether they pass or fail the exam.
- Monitor the NHA web site to confirm when exam applications, rosters and results are available for review. Information is printable and a copy will be maintained in the student files, a designated folder and tracked on the spreadsheet.
- Students will continue to be instructed on how to register online to take the exam by their 7th Module.

Future Goals

The CCMA certification goals for 2015 are to have 100% of student attempting the exam and 80% passing.

GRADUATION RATES

Evaluation Tools & Rationale

In 2012 and 2013, ACICS developed a new Graduation Ratio that was reported with the Campus Accountability Report (CAR). While the campus tracked and reported this information in previous CEPs, the initiative was still in its initial stages and no guidance was provided as to how the campus should assess graduation ratio outcomes. In 2014, ACICS added a requirement to report both a 100% completion rate and a 150% completion rate at the program level. A report was developed to track this information, based on students' time in attendance (i.e. not counting any periods in which students were inactive in the program) but it is not based on maximum time frame for completion (SAP). Therefore, the percentage of students graduating within 100% added to students graduating within 150% do not always equal 100%.

Data Collection & Monitoring

The data is collected using the program enrollment status history in the CampusVue student management system. The same report that provides retention and placement rates is used to track the completion rates. These rates are periodically reviewed.

Historical and Baseline Data

As this was a new requirement in the 2014 CAR, the only historical data available is the 2014 data. Therefore, the campus is using those outcomes as the baseline rates as well. The school's goal is to strive to help students graduate within 100% of the program length, based on time in attendance, but recognizes that it is not always a realistic goal.

The goals are to strive for 100% of students graduating within 150% of the program length.

Program	2014 and Baseline % Grad within 100%	2014 and Baseline % Grad within 150%
Accounting (AS)	100%	0%
Criminal Justice (AS)	60.9%	39.1%
Business (AS)	46.2%	53.8%
Electrician	29%	71%
Heating, Ventilation and Air Conditioning (HVAC)	28.1%	71.9%
Medical Insurance Billing and Coding	0%	100%
Medical Administrative Assistant	0%	98.6%
Medical Assistant	4.7%	93%
Pharmacy Technician	1.5%	95.6%
Dental Assistant	0%	97.7%
Campus Overall	27%	72%

Summary and Analysis of Data

The Accounting AS program has 100% of its students graduate within 100% of the program length. Five of the programs had 100% of students graduating within 150% of the program length. The program within the lowest combined percentage of graduates completing within 100% and 150% was the Pharmacy Technician program (97.1% combined). The remaining programs had combined totals of 97.7% or above and the campus combined totals was 99%.

Changes Implemented as a Result of the Data Collected

The same changes implemented to improve retention outcomes apply to the completion rates. The hiring and retaining of experienced and dedicated instructors will help our students perform better and remain engaged. The tutoring and encouraging regular attendance and engagement is expected to decrease the number of students who fail a class and have to retake it.

Improvement Strategies

The same action plans and initiatives described in the retention and student learning outcomes sections of the CEP are expected to improve the graduation rates of our students.

Future Goals

Program	Future Goals	
	% Grad within 100%	% Grad within 150%
Criminal Justice (AS)	65%	35%
Business (AS)	50%	50%
Electrician	35%	65%
Heating, Ventilation and Air Conditioning (HVAC)	35%	65%
Medical Administrative Assistant	10%	90%
Medical Assistant	20%	80%
Pharmacy Technician	10%	90%
Dental Assistant	10%	90%
Campus Overall	29%	71%

STUDENT SATISFACTION

Evaluation Tools & Rationale

The campus administers semi-annual surveys of the student population. These surveys are confidential and the data gathered is compiled by a third party. The survey asks students to rate their satisfaction with all departments of the school including admissions, instructors, administration, academic program, career services and student finance. Having a third party compile the results ensures anonymity so that students will express their honest opinions about the campus, their educational experience and the services provided.

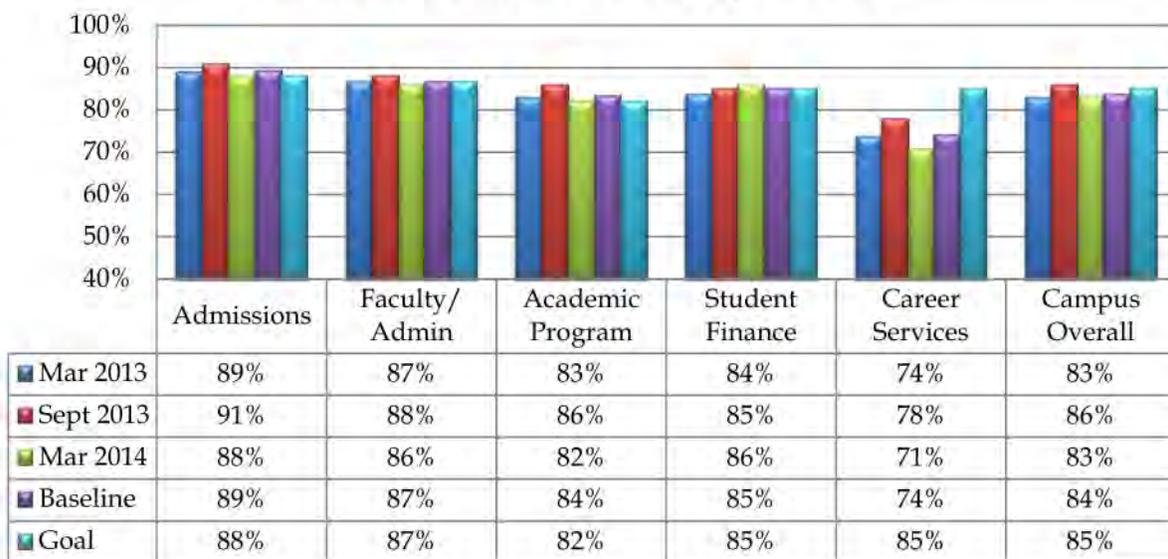
Data Collection Method(s) and Monitoring

Surveys are administered in March and September each year (however, there was no survey conducted in September 2014). The confidential forms are compiled and evaluated by a third-party administrator. Surveys include questions pertaining to every operational facet of the campus and results are carefully evaluated by the campus leadership team.

Historical & Baseline Data (with Future Goals)

The results for March 2013 through March 2014 are provided below. Everest has not conducted this survey since March 2014 but hopes that a similar survey will be implemented under Zenith Education Group.

Student Satisfaction Survey Results



Summary & Analysis of Data

The first three bars of each department show the satisfaction rates for that department over the past three survey periods. In all cases, with the exception of Career Services, each survey shows that all departments either met or exceeded satisfaction levels.

Changes Implemented as a Result of the Data Collected

Overall, the campus has maintained consistency with student/staff interaction. The campus has allocated funding and assigned a Student Engagement Coordinator that plans quarterly student events. The management team has an increased interaction with the student population which has fostered open communication throughout the

campus. Furthermore, there is a focus on retention of students, faculty, and staff to provide consistency throughout the campus. Additionally, Career Services has increased their visibility on campus with weekly classroom visits and quarterly Career Fairs.

Improvement Strategies

- Career Services has partnered with the Academics Department to ensure adequate time is allotted for the Career Services staff to present their monthly Inspire Workshops in the classrooms.
- Account Representatives and the Extern Coordinator are required to visit the classrooms monthly to ensure the students understand their rolls and to discuss the latest topics concerning employment and externships.

Future Goals

The future goals for student satisfaction are included in the chart above. Overall, the campus strives to achieve a minimum of 85% satisfaction for each department.

COHORT DEFAULT RATES

Evaluation Tools & Rationale

Student loan default rates are another indication of the level of student satisfaction and a reflection of the financial ability of students to repay educational loans through gainful employment. The primary evaluation tool to measure cohort default rates is the official rates released by the U.S. Department of Education each year.

Data Collection & Monitoring

The U.S. Department of Education collects and publishes cohort default data on an annual basis. The management of data relating to our campus is collected and monitored by our Campus Support Center. The campus has on staff Student Finance Representatives who provide financial counseling to students regarding their student loans.

Historical Data

The OPEID for Everest College contains the Newport News, VA and Chesapeake, VA schools. The cohort default rates for the past three years are shown in the table below.



Record 1 of 1

OPE ID	School	Type	Control	PRGMS	FY2011	FY2010	FY2009	
009267	EVEREST COLLEGE 803 DILIGENCE DRIVE NEWPORT NEWS VA 23606-4203	Associate's Degree	Proprietary	Both (FFEL/FDL)	Default Rate	.23	.16.5	33.1
					No. in Default	344	233	439
					No. in Repay	1495	1409	1325
					Enrollment figures	3083	2829	2492
					Percentage Calculation	48.5	49.8	53.2

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2011 CDR Year will use 2009-2010 enrollment).

Current Date: 03/27/2015

Source: https://www.nsls.ed.gov/nsls_SA/defaultmanagement/search_cohort_3yr2011CY.cfm

Summary & Analysis of Data

We have made significant strides in reducing our cohort default rate over the last several years through an intensive program designed to educate students on their responsibilities and obligations. We will continue to make it a priority to ensure that students, whenever possible, do not default on their student loans.

Changes Implemented as a Result of the Data Collected

Beginning February 23, 2015, Solutions at ECMC has started reaching out to our delinquent student population and working as an advocate on their behalf to help resolve their delinquent status. Solutions will offer assistance reaching the loan servicer with the student, assistance with lowering payments and helping to postpone payments to bring student loans in good-standing with the loan servicer.

Solutions will be reaching out to students via mail, e-mail and phone and will work with the campus for updated reference information and FERPA contacts to assist with their outreach.

The campus will have access to track and monitor the success of Solutions outreach through LoanTracker reporting, have access to real time information providing a list of students currently delinquent, and other tools by Solutions to be able to reach out to our students at the campus level as well. The campus will educate our students of Solutions' assistance during Exit Counseling by providing a brochure with Solutions contact information, making them easily accessible to our students for this additional free service with default prevention.

Improvement Strategies

The following represents default prevention procedures that Everest employs:

- Extensive one-on-one entrance counseling is performed with our new student loan borrowers.
- Students are required to submit a written request for loan amounts greater than direct educational costs and identify the purpose of such funds. This helps ensure that FFELP loans will be used for educationally related expenses while it discourages the use of interest-bearing loans to meet daily living costs.
- Financial literacy classes are held with our students to ensure that they are fully informed and have pertinent tools regarding their student loan obligations.
- Student contact management system is utilized on a quarterly basis to obtain updated student contact information.
- Exit interviews are conducted with our graduates and for students that are at a less than half-time status.
- Students are followed-up with at one, three and six month intervals during their six month grace period to ensure that they are aware of their obligations and options regarding their student loans.

Future Goals

The LoanTracker program provided through ECMC Solutions will allow us to generate a realistic goal which also informs us of the number of students who may default to hit our goal. The FY2013 draft shows the campus at 19.96% and FY2013 year is now closed so the campus can have no further impact on that FY. FY2014 is currently at 7.44% with a goal of 18%.

REGULATORY COMPLIANCE

Accrediting Council of Independent Colleges and Schools (ACICS)

Everest is institutionally accredited by ACICS. ACICS is recognized by both the U.S. Department of Education and the Council for Higher Education Accreditation. The current grant expires December 2016.

The American Society of Health-System Pharmacists

The Pharmacy Technician programs are accredited by the American Society of Health-System Pharmacists as of September 2019.

State Council of Higher Education for Virginia

Everest College – Chesapeake Campus is certified to operate an institution of postsecondary education by The Commonwealth of Virginia. The current approval expires August 2015.

CONCLUSION

The Campus Effectiveness Plan is a living document used by the administrators to monitor and assess operations and student outcomes and to develop strategies and activities to continuously improve. Maintaining and updating the CEP allows for planned action rather than unplanned reaction. The administrators, staff and faculty recognize the importance of continuous monitoring of its key elements to help ensure that operation and educational goals and objectives are met.

Everest seeks to continuously obtain feedback in all areas of operation in order to continue to provide the highest quality education to its students and to the community.



ACICS Application for Accreditation

Self – Study Narrative

Revised: May 1, 2013

All supporting documentation and exhibits referenced in this Self-Study Narrative must be maintained at the campus location for review by the accreditation visit team - *Do not submit your supporting documentation with this application.*

INSTITUTIONAL PROFILE

INSTITUTIONAL INFORMATION

Name: Everest College

Address: 300 Six Flags Drive, Suite 100, Arlington, TX 76011

ACICS ID Code: 00020754

Campus Classification: Main Additional Location

If an additional location, please provide the following information:

Main Campus Name: Everest Institute

Main Campus Address: 1630 Portland Ave, Rochester, NY 14621

Main Campus ID Code: 00010216

History of accreditation with ACICS and with other agencies:

Everest College is accredited by the Accrediting Council for Independent Colleges and Schools to award academic associates degrees and diplomas. The Medical Assistant diploma program is accredited by the Accrediting Bureau of Health Education Schools (ABHES).

The following is a list of state or other approvals:

- Approved and regulated by the Texas Workforce Commission, Career Schools and Colleges, Austin, Texas
- Certificates of Authorization to grant degrees from the Texas Higher Education Coordinating Board, Austin, Texas
- Approved for the training of Veterans and eligible persons under the provisions of Title 38, United States Code

Brief history of the institution:

Everest College was opened in Arlington, Texas, in June 2003, as an additional location of Everest Institute in Rochester, New York.

List of recent (past three years) complaints or adverse actions and current status:

- March 24, 2011 – Student complaint about issues regarding how much the student would be paid in the job after graduation. Student was also unhappy that she hadn't heard from the campus. Campus responded to her concern and was able to document outreach to the student.
- March 25, 2011 – Student complaint about multiple issues at the campus. The campus worked with the student to try to address her concerns.
- May 17, 2011 – Campus received a student complaint from the Texas Workforce Commission. The student had multiple issues with the campus. The campus responded addressing each of the student's issues.
- May 17, 2011 – Campus received a second student complaint from the Texas Workforce Commission. The student had multiple issues with the campus. The campus responded addressing each of the student's issues.
- January 12, 2012 – Multiple complaints from one student about the campus. The campus and our campus support center worked with the student to address her concerns. Student continued with issues on March 26, 2012 and campus continued to address her concerns.
- July 31, 2012 – Student complained that the air-conditioning wasn't working in the HVAC lab. Student was contacted to address concerns. Campus was working to solve the problem during this time. The air-conditioning was fixed.



- January 11, 2013 – Student complaint was sent to the Texas Workforce Commission about multiple issues (dress code, instructors). Campus respond to the concerns and we received notice that the complaint was closed.

List of contracts or agreements with other institutions or entities: (consortium agreements, articulation agreements, etc.)

CONSORTIUM AGREEMENT

The Everest consortium agreement enables students to attend a limited number of classes (a maximum of 49% of credit hours) at an Everest campus location other than their home campus. In addition, students nearing completion of their program of study may finish their degree at another Everest campus location through the consortium agreement (a minimum of 51% credit hours must be completed at the Home campus). Complete details on the Everest consortium agreement are available in the academic dean's office.

ARTICULATION AGREEMENT

Everest College has an articulation agreement with Kaplan University under which students completing a diploma, certificate or degree program at Everest College may be eligible to transfer into Kaplan University bachelor degree program. Students may also be eligible for a limited tuition discount. Students should contact their Everest College campus academic dean for additional information on articulation agreement transfer terms and conditions.

List of international activities:

Not Applicable.

Description and scope of distance education activities: Hybrid Fully Online

Participation in Federal Financial Aid Programs: Yes No

INSTITUTIONAL CHANGES

Description of major changes since the last institutional review in the following areas:

Management: Since the last institutional review, we have had turnover in the key management positions at the campus. This includes the campus president, director of admissions, academic dean, and director of career services.

Change of Ownership: Not Applicable

Program offerings:

- Medical Assistant (Diploma, Version 1.0) – Approved 09/08/07
- Medical Insurance Billing and Coding (Diploma) – Approved 10/05/07 (revision to this program constituted more than a 25% change)
- Medical Administrative Assistant (Diploma) – Approved 04/07/10
- Heating, Ventilation and Air-Conditioning (Diploma) – Approved 04/12/10
- Electrical Technician (Diploma) – Approved 04/15/10
- Paralegal (AAS) – Approved 05/12/10 (program never implemented)
- Applied Management (AS) – Approved 04/29/10 (program never implemented)
- Accounting (AS) – Approved 10/29/10
- Medical Assistant (Diploma, version 2.0) – Approved 11/17/10 (revision to this program constituted more than a 25% change)
- Plumbing Technology (Diploma) – Approved 11/07/11 (program never implemented)

Curriculum:



- The allied health diploma programs (MAA, MA, MIBC and PT) were approved for a non-substantive change on 09/30/11. The revision included adding an additional 40 hours to the externship course in each program, making the total externship hours 200.
- We are no longer offering the following programs: Medical Assisting (AAS), Medical Insurance Billing and Coding (Diploma, version 1), and Medical Assistant (Diploma, version 1).

Institutional delivery: Not Applicable.

Other changes: Not Applicable.



1. MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly, and simply stated in terms readily understandable by a prospective student, parents, the public, and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the *Accreditation Criteria*.

MISSION AND OBJECTIVES

1.1 How was the mission developed?

Everest's mission was initially developed by the campus personnel leadership from a number of the original Everest College campuses. As the campus has evolved, the board of directors, in partnership with the campus leadership teams, has adapted the mission to meet the needs of the changing world that we live in. The mission statement is continually being re-evaluated based on input from students, faculty, management, and advisory board committees.

1.2 State the institution's mission and supporting objectives.

MISSION

The mission of the College is to prepare students to enter, prosper in, and meet the needs of the employment community served. To accomplish this purpose, the College offers a variety of career-oriented instructional programs and academic counseling services. The College believes that preparing students for participation in the working community is an important mission and a service to society. The College is dedicated to the ideal that all students should have the opportunity to reach their full potential. The College is concerned with developing, in all students, the quest for knowledge and skills necessary for life-long learning in their chosen field.

OBJECTIVES

- To assess industry trends continually and develop compatible classroom academic practices and experiential learning opportunities;
- To develop curriculum programs that allow students the opportunity to master entry-level career skills;
- To provide faculty who are professionally prepared to teach in a career-oriented environment;
- To create an atmosphere of learning, partnership, trust, and support among students, administrators, and staff;
- To provide students with opportunities for membership in supportive peer activities to encourage the development of self-sufficiency and leadership qualities; and
- To provide career-long placement assistance.

1.2.1 Cite where it is found in the catalog.

The mission statement and objectives are shown on page one of the catalog.

1.2.2 Explain how the supporting objectives are devoted substantially to career-related education?

The scope and breath of the objectives delineate a commitment in offering educational programs that are designed to support students in securing employment in their chosen fields. Each objective aligns with that goal and articulate how technology, teaching methods, collaboration of the design and



delivery of educational programs, as well as, the services provided to students and graduates reflect the commitment of the school to career related education.

- 1.2.3 Explain how the supporting objectives are reasonable for the program(s) of instruction, mode of delivery, and facilities of the campus?

The supporting objectives are reasonable for the programs of instruction and the mode of delivery in the ongoing effort to partner with businesses, employers and community organizations in the design, delivery and evaluation of the programs offered as well as the utilization of teaching methodology in the classroom. The campus facility offers the platform by which these objectives can be supported for students with respect to technology and other educational resources that the student needs in order to have a well-balanced experience during their program of study.

- 1.3 Explain how the faculty, financial resources, physical plant, administration, management, and educational activities contribute to the implementation of the institution's mission.

Everest College is dedicated to changing students' lives. Members of the staff and faculty work closely to contribute to this goal.

Faculty

Instructors are selected based on their credentials and experience in their respective fields. Many are professionals in their industries and bring real-life insight into the classrooms. Faculty professional development, which includes both in-service and field-specific activities, is required and monitored throughout the plan year. Student classroom evaluations, student surveys of campus operations, and classroom observations are conducted periodically.

Financial Resources

An annual campus budget is created with input from all departments for both ongoing and unique expenses. Each year's budget is planned with the goal of meeting the mission and objectives of the campus and the programs offered. The budget includes, but is not limited to, student activities, instructional resources, computer technology, staff and instructor compensation and facilities and equipment improvements.

Physical Plant

The campus is conveniently located near the six flags mall, at the division street exit from U.S. Highway 360. The campus has over 51,500 square feet containing 22 classrooms, medical assisting laboratories, electrical technician and heating, ventilation and air conditioning (HVAC) laboratories, lecture rooms, administrative offices, student lounge, restrooms and a library containing computers, reference and reading materials related to the academic programs. Several classrooms are designed and equipped for laboratory instruction. Equipment used for training includes: personal computers, SmartBoards, printers, and medical laboratory equipment such as autoclave, microscopes, mannequins, sphygmomanometers, and EKG machines. Equipment for the pharmacy technician program also includes two Laminar Flo Hoods. Equipment for the HVAC program includes welding equipment, AC units and other materials used to teach the HVAC material. The electrical technician program includes wiring and pipe bending equipment.

Administration/Management

Campus management, along with divisional leadership and campus support center staff, works together to ensure that the college is in compliance with accreditation standards and state regulatory bodies and that staff and instructors are provided with the assistance, equipment and resources they need. Through continuous research and cross checking, the management team ensures that students meet all the necessary requirements to earn the appropriate credential and are prepared for employment in their field of study.

Educational Activities



Instructors, staff and management work together to offer the student body a variety of educational activities. Events are held periodically to acknowledge academic excellence as an incentive to continue to achieve high grades and to build camaraderie among staff and students, reinforce the goals and objectives of the campus and unify efforts towards fulfilling the mission. Attendance, classroom participation and activities, externships, and community involvement are also recognized as important components of personal and professional career development.

- 1.4 What are the provisions for ensuring that the mission is subjected periodically to critical review by the administration and faculty to determine if the campus is fulfilling its educational mission and meeting the needs of the community?

Campus-wide and departmental goals and priorities are developed and monitored in light of the mission. Instructors, management, program advisory committee and individual departmental meetings provide a forum for discussion and critical review of course offerings, technology, processes and procedures and resources. Feedback from student evaluations and surveys of campus operations is used to help determine if the mission is being accomplished. Feedback from graduates and employers also helps to ascertain how well the campus is meeting its mission.

- 1.5 How do degree programs emphasize both the achievement of vocational objectives and general education?

The degree programs offered at the campus are comprised of a well-balanced curriculum that includes college core, major core and general education courses. The college core requirements provide students with a general background in skills that will be required within the broad field they are studying. Major core requirements provide the focus and specific vocational and practical skills required for their field of study. The general education courses within the degree programs broaden students' capacity to understand and succeed in the society in which they live.

- 1.6 Describe the administration's plans for any changes in the institution's mission and/or supporting objectives.

There are no plans to change Everest's mission; however, the mission is subject to regular review.

INSTITUTIONAL EFFECTIVENESS

- 1.7 How was the campus effectiveness plan (CEP) developed?

The campus effectiveness plan (CEP) is periodically monitored and revised by the college leadership team, and it serves to provide a vehicle for continuous assessment and improvement of our educational programs and processes to determine if there is a need for institutional change. Historical information is analyzed to establish performance baseline rates, set new performance goals for continued improvement and measure progress toward these goals. Where opportunities for improvement are identified, the leadership team develops appropriate strategies that are compliant with internal policies, regulatory bodies and accreditation standards. The CEP is a valuable resource for the leadership team and is regularly reviewed, adjusted, and modified to remain current and relevant to the demands of students and the goals of the college.

- 1.7.1 Who is responsible for implementing and monitoring the plan?

The campus effectiveness committee currently consists of the following individuals:

Campus President

Academic Dean

Director of Admissions

Director of Student Finance

Director of Career Services

The campus president is ultimately responsible for implementation of the CEP. The committee is charged with carrying out the scheduling, reporting, and follow-up evaluation of the CEP initiatives and goals. The department heads are responsible for devising those goals and the methods to implement and report the results back to the committee.



- 1.8 What are the annual retention and placement rates for the campus, if applicable, for the past three years? (Provide the numbers used to calculate the rates, and explain as necessary.)

Year:2012 Rate:72.5% Retention / 64.6% Placement

Year:2011 Rate:71.7% Retention / 43.0% Placement

Year:2010 Rate:69.7% Retention / 67.6% Placement

Explanation (if necessary)

RETENTION			
	2010	2011	2012
Adjusted Enrollment	1610	1473	1187
Withdrawals	388	417	326
RETENTION RATE	75.9%	71.7%	72.5%

PLACEMENT			
	2010	2011	2012
Graduates	526	611	409
Placed In Field	227	246	251
Placed In Related Field	7	11	3
Waiver	12	14	16
Not Placed	280	340	139
PLACEMENT RATE	45.5%	43.0%	64.6%

The retention percentage and placement percentage is based on the ACICS formula as calculated in the Campus Accountability Report.

- 1.9 How do these annual retention and placement rates compare to prior rates, if applicable, and to rates at similar institutions?

The overall campus retention rate has increased year over year since 2010. This success can be attributed to the success of retention improvement activities implemented by the leadership at the campus. Continued efforts will be made to improve retention for 2013, and to meet or exceed the average retention rate of 72% as published in the latest ACICS Summary of Key Operating Statistics.

Placement rates for the campus have fluctuated year over year. The 2012 placement rate of 64.6% was approximately 21% higher than in 2011, but it is below the 70% average placement rate as published in the latest ACICS Summary of Key Operating Statistics. We have been able to achieve our positive placement results by creating an action plan and executing the plan to its fullest. We are continuing to focus on developing relationships between the career services team and the employers within the community and proactively preparing our students and graduates for their job search.

- 1.10 What are the campus' retention and placement goals for the next reporting year?

Retention: 72% Placement: 70%

- 1.10.1 What factors were taken into consideration when developing these goals?

The campus takes into consideration a number of factors when developing its retention and placement goals, including the ACICS benchmarks for retention and placement, historical performance and the expected outcomes of current improvement plans. When considering placement goals, consideration is also given to the current economy and projected trends, student demographics, and the number of graduates that plan to further continue their education.



- 1.11 Explain how the activities undertaken to meet the retention and placement goals enabled the campus to maintain or improve retention and placement outcomes over successive years?

Retention:

Retention rates have held steady over the past three years and this is due to a number of initiatives and activities that have been established and continue to be implemented. These include:

Academics

- A comprehensive orientation for new students based on the INSPIRE model has been enhanced to ensure that students are introduced to key members of their new support team. Aside from meeting department directors, the students are introduced to their student ambassador peers, who serve as a critical source of support as they transition to college life. Students are also introduced to their career representatives to start establishing the connection from day one.
- New students receive financial literacy coaching at the start of their program to ensure they receive the knowledge, skills, and support that leads to an understanding of basic financial concepts and life skills with respect to their new financial obligations.
- Instructors give daily updates to their respective education chair or lead instructors on student contact attempts, specifically those who are absent from class. The education chair or lead instructors hold instructors accountable for such attempts and coach/advise as needed.
- Tutoring is available for those students who wish to address academic deficiencies that might be evidenced in particular courses. A full-time instructor(s) as well as the Igniter Ambassador members are made available to provide these services. In any given term, 30 – 40 hours of tutoring services are provided.
- Full-time students, who earn a grade point average of at least 3.50 or 4.0, are recognized through the dean's list or president's list, respectively. The students are provided with individualized certificates to recognize their academic achievement.
- At-risk meetings are held daily. The president, department managers, academic dean, education chairs, and members from all of the departments within the campus convene to review students deemed at risk for various reasons (e.g., absences, poor academic progress, transportation problems, lack of payment, missing paperwork in FA, incomplete exit paperwork). Through these meetings, staff can work together to assist the student in addressing and resolving the presenting concerns. These meetings have yielded continued results of improved retention campus-wide.

Student Services

The campus president, academic dean, and ambassador chair are responsible for the coordination of a wide range of student services that have as a goal the improvement of long-term student retention and satisfaction with the College. Current programs that are supervised by this group are:

- Student round tables: These meetings are hosted on a regular basis as an informal forum for the students (day and night) to discuss issues, concerns, and positive changes with the campus president. The results to date have been very positive from both the students' and College's perspective. This is in part due to the campus president's follow-through with the feedback that is received. Through these meetings, the campus president has increased visibility with the students and reinforced her commitment to the "You Said – We Heard – We Did" motto endorsed by the campus.
- Student appreciation days: Appreciation days are held on a monthly basis. The campus president, academic dean, education chairs, and support staff are present during these events to interact and speak with the students outside of the formal classroom. These monthly events have become very popular with the student body. The Igniter Ambassadors do a great job coming up with a variety of ideas/themes to keep the students engaged. One recent example of the student appreciation day event was the campus barbeque in August 2013. All students were treated to a hot lunch and music during their break time. These appreciation days are also at



times combined with other important events, including registration, survey completions, etc. Those opportunities are used to remind our students that we care about them and are here to provide them with the best student experience. accurate

- **Student resource assistance:** The assistance offered is unstructured information and knowledge of resources within and outside the campus to assist students in solving academic and personal issues that impact their success. Examples of assistance provided include apartment location, child care locations, bus routes/schedules, tutorial labs, referral carpool services, referrals to outside agencies and GED testing. Resource guides are also made available to the students. These guides provide contact information for community services and agencies in the primary counties in which our students reside and are updated on a continuous basis. The student CARE program is another valuable tool that can be accessed 24/7 from any phone or computer. It provides access to assistance with childcare issues, domestic violence, family pressures and expectations, legal and financial challenges and more.

- **Community events:** This initiative is directed at the development of community involvement by our students and staff. Each month, there are different opportunities for such involvement through activities planned by the ambassadors as well as the different departments.

- **Igniter ambassador organization:** The ambassador organization is a great asset to the campus. This initiative was created in part to highlight students, who not only have strong academics, but who also a desire to serve the Everest community as a means of improving retention and student satisfaction. Ambassadors are the eyes and ears of the campus. They serve as our liaisons with the student body in addressing issues and concerns as well as providing solid guidance. In addition, ambassadors assist in coordinating campus functions, including student appreciation days, graduation ceremonies, community service events, fundraisers, and peer tutoring, to name a few. The current focus is on building the linear ambassador population to provide more longevity. The average number of ambassador's between 2010 and 2013 has been 35.

Placement:

Placement initiatives that have been, and continue to be, implemented include:

- Striving to place graduates within 90 days of graduation. Tracking of this information began in fall 2011. Weekly accountability meetings are held with career services, academics, and campus president as well as an enhanced partnership with academics to focus more specifically on the programs with lower placements rates.
- Five-minute classroom visits per week to bring visibility to the services available through career services as well as information about upcoming events.
- Continued encouragement of eligible students to register for an externship and volunteer opportunities to be able to network and add more real-world experience to their resumes.
- Restructuring the career services department and adding staff to accommodate the number of students and grads to allow for a more comprehensive and individualized service by the career representatives from day one.
- Regular evaluation of externship sites to determine which sites provide the most comprehensive experience to students. If sites are not meeting expectations, they are no longer used.
- Increasing the extern-to-hire ratio. Analyses of extern-to-hire rates are conducted to determine which sites hire externs most frequently and to identify the reasons behind these positive relationships. This serves as a basis for building new relationships with externship sites.
- Conducting monthly career services' workshops for students and graduates that cover professionalism, resume writing, interviewing skills and other relevant topics.
- Account representatives continue to network within the community in order to establish and maintain relationships with local employers.



- Regular job fairs and employer visits on the campus to enable local employers to familiarize themselves with the students and the facilities.
- Daily monitoring of placement activities by the director of career services and campus president. Tracking performance increases the visibility of departmental and individual performance. Successes are celebrated and timely training, coaching and corrective action is provided as appropriate. These retention and placement improvement activities will continue to be monitored, evaluated and modified as a means of ensuring campus effectiveness.

1.12 What data are utilized to evaluate the following elements:

a. Level of graduate satisfaction

Graduate surveys are distributed after a student has graduated and been placed in their field. The career services department tracks and summarizes the feedback, separates out which students have been placed, and then shares the data with campus administration. In addition, the campus president assists with the analysis of the results.

b. Level of employer satisfaction

Employer surveys are distributed and collected after graduates are hired. The career services department tracks and summarizes the feedback, which is then shared with campus administration.

c. Student learning outcomes

Cumulative grade point averages are collected and reviewed for all programs, and capstone course performance is reviewed for terms in which the courses are offered.

1.12.1 Explain how the data is collected and used to improve educational processes for the following elements:

a. Satisfaction of graduates

Graduate surveys provide a means for direct feedback to the campus about the level of satisfaction from these key stakeholders. The feedback received is summarized and analyzed to determine overall satisfaction levels and implement improvement strategies where needed. Recommendations or suggestions made by graduates are considered and shared with other interested parties to determine if a recommendation or suggestion is necessary and feasible.

b. Satisfaction of employers

Employer surveys provide a means for direct feedback to the campus about the level of satisfaction from these key stakeholders. The feedback received is summarized and analyzed to determine overall satisfaction levels and implement improvement strategies where needed. Program advisory committee feedback is also used to help measure graduate and employer satisfaction. Meeting minutes are taken and reviewed by campus leadership. Recommendations or suggestions made by employers are considered and shared with other interested parties to determine if a recommendation or suggestion is necessary and feasible.

c. Student learning outcomes

Grades and grade point averages are collected and reviewed for all programs to measure student progress and to determine trends for addressing issues that are identified as a result of grading trends, and capstone grades are collected and reviewed.

1.13 How is the campus effectiveness plan evaluated?

The campus effectiveness plan (CEP) is evaluated by the campus effectiveness committee, who reviews the data, goals and improvement plans to determine whether they are appropriate and consistent with accreditation



requirements. Special emphasis is placed upon the relationship between the CEP goals and initiatives and the campus retention and placement rates.

1.13.1 What is the schedule for evaluation?

The CEP is formally evaluated and updated at least once a year and a mid-year review is conducted to assess progress. Currently, the formal evaluation occurs in early September/October and after the campus accountability report has been submitted for the latest fiscal year. Mid-year review is scheduled to occur in the March/April timeframe. Campus administration meetings also include discussion and follow up on various elements of the CEP and these are conducted on a regular basis throughout the year.



2. ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly implement the stated educational objectives of the institution. In responding to the questions below, please consult Sections 3-1-200 through 3-1-203 of the *Accreditation Criteria*.

- 2.1 Describe the governance, control, and corporate organization of the institution and cite where it is stated in the catalog.

Everest College is owned and operated by Rhodes Business Group, Inc., a wholly owned subsidiary of Rhodes Colleges, Inc., a Delaware corporation, which is a wholly owned subsidiary of Corinthian Colleges, Inc., a Delaware corporation. Corporate offices are located at 6 Hutton Centre Drive, Suite 400, Santa Ana, CA 92707.

A listing of the directors and officers of these corporations may be found on page 62 of the 2011-2013 catalog.

- 2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report, and the standards by which the success of their work is measured?

The duties and responsibilities of each instructor and staff position are clearly defined in a written job description provided to each employee upon hire. The duties and responsibilities are explained by their supervisor in a one-on-one meeting at the beginning of the employment period and throughout the on-boarding period with opportunity for clarification and discussion as needed. The written job description includes the title of the individual to whom the employee reports. Periodic one-on-ones between staff and their respective supervisors as well as departmental meetings provide additional opportunities for discussion about objectives and outcomes.

Full-time instructors and staff have an annual performance assessment based on the CCI core values. Prior to assessment by the supervisor, they have an opportunity to provide comments regarding their own performance related to the core values. Each employee is also encouraged to create and work toward attaining a development goal(s).

Adjunct instructors sign a letter of appointment for each term they teach. This letter details the roles and responsibilities of the instructor.

In addition, an Employee Handbook is available to all employees on the CCI hub (intranet). A signed acknowledgement of receipt is obtained upon hire.

- 2.2.1 How is this documented?

A copy of the signed job description, annual performance review (if applicable), letter of appointment (if applicable) and the acknowledgement of receipt of the employee handbook are maintained in each employee's file with some documents being kept electronically.

- 2.3 How does the administration monitor and evaluate activities of faculty and staff?

The activities of instructors and staff are monitored and evaluated by the campus president, department director, academic dean, and education chairs. Management reports are generated regularly to allow campus leadership to monitor the activities of their departments, track progress toward goals, guide staff and instructors and evaluate performance. In addition, all full-time instructors and some staff have an annual performance review based on CCI core values that includes an initial self-assessment and creation of a development goal(s). Employees meet with their respective supervisors for periodic review. Staff members in admissions and financial aid, at a non-management level, have their performance assessed quarterly through monthly observations, satisfaction surveys, and knowledge tests.

Student feedback regarding the entire campus is received from the semi-annual student survey of campus operations (WAVE surveys). The confidential forms are compiled and evaluated by third-party administrator.



Surveys include questions pertaining to every operational facet of the campus and results are carefully evaluated by the campus leadership team and discussed with staff and instructors.

Full-time and part-time (including adjunct) instructor performance is also assessed through student course evaluations and classroom observations conducted by administration and/or instructor peers.

- 2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.

As a publicly traded corporation, Corinthian Colleges and all of its campuses have a legal obligation to conduct business in a fair, honest and ethical manner, complying with all state and federal regulations.

Employees are provided access to the employee handbook on the hub (intranet), which outlines the expectations of Corinthian Colleges, Inc. and includes general policies and the code of ethics and conduct. Job applicants are carefully screened before a decision is made to hire and the new employee orientation program also addresses the ethical standards expected of all employees. Annual performance evaluations for full-time faculty and staff are based on employee behaviors with respect to CCI's core values, one of which is integrity. For admissions' representatives, financial aid planners, and financial aid processors, the values based assessment is conducted quarterly as an additional component to their eScore evaluation system.

Academic curricula are standardized throughout CCI institutions to ensure that learning objectives and regulatory and accreditation compliance is maintained. However, instructors are encouraged to exercise academic freedom by drawing upon their own education and experience in order to effectively convey the course content to their students. Instructors are encouraged to develop a variety of hands on learning techniques and activities that include, but are not limited to, facilitated group discussions, case studies, community resource experiences, mock clinical situations, role playing, and real-time computer coding exercises.

Instructors are also encouraged to provide input regarding textbooks, equipment needs, library resources and course content and objectives through in-service and program meetings and informally through discussions with education chairs or the academic dean. Feedback is shared with the corporate curriculum support team as appropriate.

- 2.5 How is the policy for ensuring academic freedom communicated to faculty?

Instructors receive the academic freedom, responsibility and governance policy upon hire and a signed copy of the acknowledgement of receipt is maintained in their file. If the policy is updated after hire, faculty review and sign a new acknowledgement of receipt.

- 2.6 Describe the grievance policies and procedures for students, employees, and other interested parties. How are students, faculty, and administrative staff made aware of these policies?

Complaint procedures for students and other interested parties are detailed in the 2011-2013 catalog on pages 23-24. All students receive a copy of the catalog upon enrollment.

Students are encouraged to first attempt to informally resolve their complaint with the instructor or staff member of the department most directly connected with their complaint. If they are unable to resolve their complaint in this manner, the student should submit their complaint in writing to the campus president, who will then meet with the student and provide a written response to the student within seven calendar days of meeting. Students who are still dissatisfied are encouraged to contact the toll-free student help line. Detailed information about this CCI help line is posted in various areas of the campus that are frequented by students.

If the student feels the concern is not adequately addressed by the campus or the Student Help Line, the catalog and addendum provides contact information for ACICS, the Texas Workforce Commission, the Texas Higher Education Coordinating Board, and the Texas Office of the Attorney General.

All grievance policies and procedures for employees are described in the employee handbook which is located on the CCI hub (intranet). These policies are reviewed during the on-boarding process and the employee signs



an acknowledgement of receipt. The handbook outlines the appropriate steps an employee should take if they have an unresolved concern, which include discussion with immediate supervisor and if it remains unresolved, escalating it up to the next level of management. At any step in the process, employees may contact their human resources team member.

CCi also has an integrity hotline, which is managed by an outside party and available 365 days a year, 24 hours a day, seven days a week. A link on the CCi hub (intranet) also provides information about how to report a concern confidentially via phone, email or through a web reporting site.

2.7 Describe any plans for the improvement of the organization.

Everest College is a changing and dynamic organization and improvements are continually being made. Using employee and student feedback, the campus plans to improve organization and overall satisfaction through:

- Continued upgrades of the campus technology, including computer hardware and software.
- A shift in focus of the career services' process toward building relationships with new students from the start of their enrollment to better cultivate the skills and tools necessary for successful placement upon graduation and, in turn, improve placement outcomes.
- Continued implementation of the Ignite 3.0 model to provide a more student-focused, flexible enrollment experience based on building relationships, value and trust.
- Realigning of key performance indicators to better focus on gross attrition.
- Continued enhancement of the employee annual performance review process through the "my career advantage" program.



3. ADMINISTRATION

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed record keeping enhances the management of the institution. In responding to the questions below, please consult Sections 3-1-300 through 3-1-303 of the *Accreditation Criteria*.

3.1. Who is the on-site administrator and what are that person's qualifications for this position?

The campus president, Dr. Sandra Muskopf, is the chief executive officer and on-site administrator of Everest College. Dr. Sandra Muskopf's educational background includes a doctorate in higher education administration from the University of North Texas, an MBA from James Madison University, and an undergraduate degree in business administration, also from James Madison University.

Dr. Muskopf has more than 22 years of experience in higher education. Most recently, she has devoted the last 11 years of her career to institutions which specialize in for-profit education.

3.2. How does the administration provide for continuous evaluation of the following functions:

a. Programs of study

The primary methods of evaluating programs of study include student evaluations and surveys, instructor evaluations and meetings, graduate and employer surveys and program advisory committee (PAC) member feedback.

- Student evaluations/surveys – Students have the opportunity to provide feedback about the program and campus operations at various times of the year. Students evaluate their classroom and instructor experience through classroom evaluations at the end of specific terms. In addition, there are two surveys of campus operations that are conducted each year (WAVE surveys). Sections of these surveys pertain specifically to programs of study.
- Instructor evaluations/meetings – Instructors are encouraged to provide their feedback on courses and lesson plans in departmental meetings and during in-services.
- Graduate surveys – The career services team distributes and collects graduate surveys for the purpose of gathering information and feedback about their experience. This data is collected monthly and is summarized and shared as appropriate with campus leadership, staff and instructors.
- Employer surveys – Employers who employ our graduates are sent surveys to solicit their feedback on the performance of our graduates as well as their suggestions for improving the knowledge and skills of our graduates. This data is collected regularly and is summarized and shared as appropriate with campus leadership, staff and instructors.
- Program advisory committees – Each program of study, or related programs, has an advisory committee. These committees are made up of individuals, who are knowledgeable about the program of study, professionals working in the field, graduates of the program and/or current students. Meetings are held twice a year and recommendations for modifications and additions to the programs are documented and shared with appropriate campus and campus support center personnel.
- Placement rates – Placement rates are monitored by the career services department on an ongoing basis and results are reviewed by campus leadership and academics.

b. Student activity programs

Student feedback and participation levels in activities are utilized when determining ongoing and future student activities and events. Current student activities include student appreciation days, the ambassador program and community outreach activities. In addition, the campus sponsors food drives, blood drives and other community events periodically throughout the year.



c. Guidance services

The campus provides guidance (advising) services in the following three departments:

a) Academics: Academic advising is provided for those students who do not meet academic progress standards or are showing signs of not meeting academic progress standards. Attendance advising and scheduling of required courses are also provided.

b) Career services: Career coaching is provided to students throughout their educational experience and after graduation, as needed. Assistance with resume preparation, interviewing techniques and job placement is provided. Workshops on professionalism and other topics related to career success are offered on a monthly and one-on-one basis.

c) Student services: Students and their family members are eligible for the CARE student assistance program. This program allows students to speak with a professional, toll-free, to help them with any concern or problem affecting behavioral health, well-being and/or academic performance.

Typical concerns may include, but are not limited to:

- Managing stress
- Financial difficulties
- Family and personal conflicts
- Relationship issues
- Childcare & eldercare
- Legal issues
- Staying focused and motivated
- Substance abuse
- Depression and anxiety
- Loss and grief issues

These services are evaluated as students' changing needs become evident. Student input via one-on-one contact with staff and instructors provide a basis for determining what services are needed.

d. Financial aid services

The student finance department is supervised by a director of student finance. The department is divided into student finance representatives, student finance planners, and student loan specialists. Planners are utilized to advise new students on financial aid options, alternate funding, grants and payment plans. Representatives assist continuing students with repackaging, continuous alternate funding, grants and payment plans. Student loan specialists are also available to assist current and former students with their student loan management needs. Files are reviewed internally by the director of student finance and submitted to student financial services (SFS), which acts as an internal intermediary with governmental agencies. SFS has the responsibility for confirming all financial aid awards, maintaining financial aid records, calculating accurate refunds and training.

The department is evaluated throughout the year through audits by CCI's internal audit department and independent/external finance auditors.

e. Instructional procedures

Instructional procedures are evaluated periodically by the academic dean, education chairs lead instructors, instructors, and administration and separately through student surveys. Annual performance reviews, classroom observations, and student grade, attendance and retention records are all means of measuring instructional effectiveness. Results of these activities help the campus and academics administration identify potential in-service topics, professional growth activities and coaching and training needs. Student evaluations of instructors are administered at various times throughout the year



and the results are distributed to education chairs and discussed with instructors for purposes of continuous improvement.

f. Instructional resources

The campus utilizes a variety of instructional resources that include videos, audio-visual aids, computer software and SMART Boards. The campus continuously evaluates new materials on the market and the needs of the programs. When additions or updates are deemed appropriate, requests are submitted to the campus president. These requests are evaluated and when possible, approved immediately. Capital purchase requests must be submitted to campus support for approval.

Instructors work in partnership with the librarian to obtain supplemental instructional materials that meet the needs and requirements of the students. Program advisory committee recommendations are also taken into consideration. The library supports the curriculum and provides information for students, instructors and staff through information and reference materials available on-ground and through online access of the library information resources network (LIRN).

3.3. What evidence is on file to verify degrees of professional staff whose degrees are listed in the catalog?

Not applicable. The campus does not list the credentials of administrative staff in the catalog.

3.4. What records are kept relative to the following areas:

a. Financial aid activities

Financial aid records are maintained for each student in paper and/or electronic form. Records maintained for each student will vary depending on his/her circumstances and needs, but in general, the information maintained includes:

1. Enrollment Agreement
2. Free Application for Federal Student Aid (FAFSA)
3. Budget Worksheet
4. Institutional Student Information Report (ISIR)
5. Verification Worksheet (if selected)
6. Tax return/transcript (if selected)
7. Entrance Counseling Checklist
8. Direct Loan Master Promissory Note
9. Parent Loan for Undergraduate Students
10. Student Statement Regarding Tuition Account

As students' progress in their program, records are updated and maintained with any additional required documentation and changes affecting financial aid.

b. Admissions

The admissions department establishes a file for each potential student that contains the documents necessary to enroll the student. If a student applies, meets the admissions' requirements and begins attending classes, the file is maintained in the file room for the required duration. Records maintained in the student file are specified in the student section below.

c. Curriculum

All data pertaining to curricula are maintained on the CCI hub (intranet) or in the academics department. Records include:

1. Course syllabi
2. Academic meeting minutes
3. Program meeting minutes



4. Academic policies and procedures
5. Current catalog and addenda
6. Textbook lists

d. Guidance

Records maintained include student advising records, disclosure forms as required for certain programs, change of program requests, resolution of academic issues with students taking online courses, attendance violation records, and satisfactory academic progress and probation records. In addition, the career services department keeps records related to students' job searches and employment.

e. Library or instructional resources

The librarian maintains library resource and usage records. Resource records include:

- Inventory of collections and resources
- Library budget
- Documentation of purchase requests from instructors and staff and invoices for purchased materials
- Online database contract
- Circulation and usage data
- Records of library orientations and class visits
- Policies pertaining to library collections
- Training conducted for library assistants, instructors, and work study students

f. Instructional supplies and equipment

Instructional supplies and equipment records are maintained in the library, and administrative offices. Records of textbook purchases are maintained by the campus support center and are tracked on the monthly profit and loss statements. Records of repair, replacements, and acquisitions of instructional supplies and equipment are also maintained in the vendor files housed by the campus support center.

g. School plant

All records regarding the school plant are kept in the president's office and/or select administrative offices depending on the nature of the records. These include the campus certificate of occupancy, fire inspection reports, occupational licenses, and vendor contracts.

h. Faculty and staff

The campus president creates and maintains an employee file that contains all paperwork and documentation required for hire and ongoing employment. These files are housed in the campus administration office. Administrative files contain all required elements to comply with internal, regulatory and accreditation requirements. Instructors also have a separate academic file established and maintained by the academic dean that is made available to the education chairs as appropriate. Academic files contain official transcripts, professional development plans and documentation of activities, ACICS data sheets and other documents required for their position to comply with internal, regulatory and accreditation requirements.

i. Student activities

Academics maintains a file containing all the elements of student activities to include guest speakers, field trips and community service events.

j. Student personnel

Upon hire, the human resources designate creates and maintains a student personnel file that contains all paperwork and documentation required for hire and ongoing employment. These files are housed in



the human resources designates office. Administrative files contain all required elements to comply with internal, regulatory and accreditation requirements.

k. Campus Accountability Reports

The campus accountability report (CAR) and back-up documentation are on file in the campus president's office. In addition, the CAR and back-up documentation is maintained electronically on the CCI hub (intranet) and in the accreditation and licensing department.

3.4.1 Describe how student files are maintained and organized. If students records are maintained electronically, describe the system.

Student Files are kept in the campus file room. Active student files are kept separate from prior students' files. The files are maintained in alphabetical order and are located in fire proof cabinets. The file room is continually locked and only the necessary administrators have access to the File room.

3.5. If applicable, what specific testing records and academic and career advising records are maintained by the campus for students admitted under an ability-to-benefit determination? Insert the analysis of the campus study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.

As of October 1, 2013 the campus has no Ability-to-Benefit students enrolled at the campus; however, our policy is to allow ATB students enrollment per the grandfathering policy outlined in the campus catalog.

On July 1, 2012, the campus restricted ATB enrollment even further to ensure compliance with new U.S. Department of Education requirements. The additional restrictions require that only ATB students who were previously enrolled in an ATB eligible program and eligible to receive Title IV funding may be eligible for enrollment into certain diploma programs at the campus.

Former CCI ATB students re-entering on or after July 1, 2012 will not be required to retake and pass an ATB test if the official score sheet from the test publisher is in the student's academic file. Students transferring from a non-CCI institution who previously qualified for Title IV eligibility by successfully passing an approved ATB exam at another institution will be required to re-take and pass an approved ATB exam through CCI, subject to test publisher's retest policies. Tests are administered by an independent test administrator (ITA) in strict accordance with the test administration rules, regulations and guidelines of the test publisher. The official score report is filed in the student's academic file.

Prior to enrollment, all ATB students are:

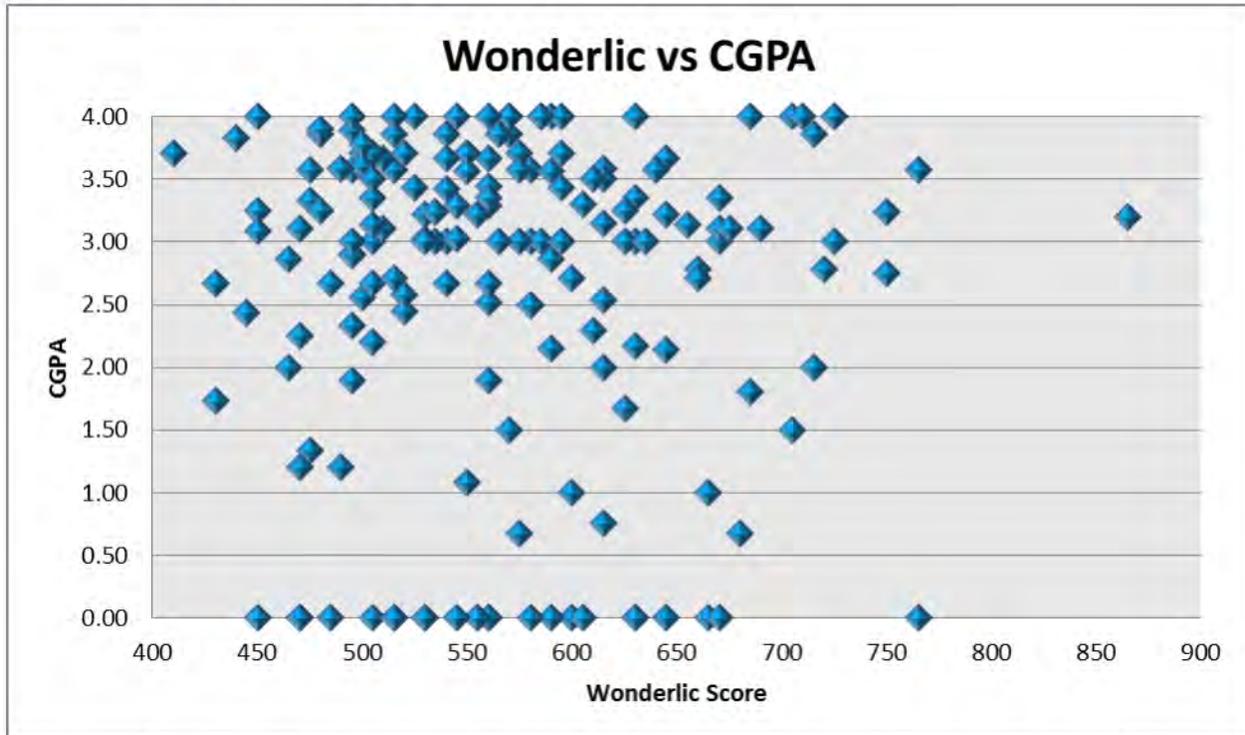
- Provided with information on GED preparatory and completion programs
- Advised regarding what steps the school is taking to make preparatory programs available
- Encouraged to obtain a GED prior to completion of their program
- Advised

The campus also provides ongoing academic support services necessary for the success of each ATB student. All ATB students receive academic and career advising after each grading/evaluation period. Records of advising are maintained either electronically or in hard copy format in the student's academic file. The campus also offers GED preparation to enrolled ATB students. The campus pays for related costs associated with the GED preparation and one attempt at the GED test.

The ATB entrance exam used by the campus in the past has been either the CPAT or the Wonderlic Exam. As of February 2010, the campus no longer administers the CPAT to potential ATB students. The minimum aggregate scores required for enrollment at the campus have also fluctuated over time. Currently, the minimum aggregate score for CPAT is 126 (Language: 42; Reading: 43; Numerical: 41). The minimum aggregate score for Wonderlic is 410 (Verbal: 200; Quantitative: 210). To ensure that the entrance exam cut-off scores have been appropriate, the campus conducts a comparison of entrance scores versus current CGPA.



As illustrated in the scatter-grams below, students achieving a 2.5 CGPA or higher have entrance exam scores that range from the lower end of the spectrum to the higher end. Therefore, a lower entrance exam score is not indicative that a student will not be successful in his or her program of study and substantiates that the minimum cut-off scores are appropriate.



- 3.6. What procedures are used to obtain evidence of high school and/or college graduation or equivalency certificates with scores?

At the time of enrollment all non-ATB students are required to complete and sign a transcript request form which gives the campus the authorization to request high school or GED transcripts. These requests are sent by the campus and are tracked and collected to ensure each student has an official high school or GED transcript on file. The request form and copies of the transcripts are maintained in the student's academic file.

- 3.6.1 Describe the procedures in place to verify that the credential earned is from a recognized/legitimate institution and not from a "diploma mill."

Admissions representatives have access to an internal link with a list of the non-accredited ("diploma mill") schools. This resource is updated regularly by campus support center. The admissions representatives check the student's diploma against the list, and it is also verified by either the registrar or campus president.

- 3.7. What grading system does the campus employ to indicate student progress?

The grading system used is provided below and is also found on page 7 of the current catalog addendum.



Grade	Point Value	Meaning	Nursing Scale	Percentage Scale
A	4.0	Excellent	100-92	100-90
B	3.0	Very Good	91-84	89-80
C	2.0	Good	83-76*	79-70
D**	1.0	Poor	75-68	69-60
F***	0.0	Failing	67-0	59-0
Fail	Not Calculated	Fail (for externship/internship classes)		
Pass	Not Calculated	Pass (for externship/internship classes only)		
PF	Not Calculated	Preparatory Fail		
PP	Not Calculated	Preparatory Pass		
IP****	Not Calculated	In Progress (for linear externship/internship or thesis courses only)		
L	Not Calculated	Leave of Absence (allowed in modular programs only)		
EL	Not Calculated	Experiential Learning Credit		
PE	Not Calculated	Proficiency Exam		
W	Not Calculated	Withdrawal		
WZ	Not Calculated	Withdrawal for those students called to immediate active military duty. This grade indicates that the course will not be calculated for purposes of determining rate of progress		
TR	Not Calculated	Transfer Credit		

*The Nursing Board requires a score of 76% to pass with a "C." Nursing courses below 76% is a Failing.

**Not used in Allied Health and Trades programs.

***For all Allied Health programs, F (Failing) is 69-0%.

**** If the required externship/internship hours are not completed within one term, the student will receive an IP (In Progress) grade and a zero credit Externship/Internship Extension course will be scheduled in the following term. Once the required hours are completed, the student's grade will be entered in both courses.

3.7.1. What is the unit of credit (semester, quarter, or trimester) used or clock hour?

The campus awards credit in the form of quarter credits. One quarter credit is equivalent to a minimum of 10 class hours of theory or lecture instruction, a minimum of 20 hours of supervised laboratory instruction, or a minimum of 30 hours of externship practice. For online learning purposes, one quarter credit is equivalent to a minimum of 10 hours of online learning.

In addition to the in-class hours, students in degree programs are expected to spend a minimum of up to two hours per day outside of class completing homework assignments as directed by the instructor. Students in diploma (modular) programs are expected to complete assigned homework and other out-of-class assignments in order to successfully meet course objectives as set forth in the course syllabus.

3.7.2. How does the campus ensure that a transcript is maintained for each student?

Transcripts are maintained electronically and indefinitely for all students. Upon graduation, a copy of the official transcript is placed in the student's academic file.

3.7.3. How is the grading system explained on the student's transcript? Is it consistent with the campus catalog?

The grading system is explained on the back of the official transcript, and yes, it is consistent with the catalog.

3.8. How are records and reports (e.g., student, staff, financial) housed so that they are safe from theft, fire, or other possible loss?



The academic records of active students are housed in fire-rated cabinets in the campus file room. Recently inactive files are also maintained in the file room until transferred to a secure, offsite storage facility, as needed for space. Access to these records is limited to appropriate academic and administrative staff. The campus also maintains electronic records of student grades, advising, attendance, transcripts, etc. in CampusVue.

The student finance files for active students are maintained in filing cabinets also located in the campus file room. The student finance files for inactive students are kept in a secure storage space on campus. Student financial services retains student financial aid records electronically.

Graduate placement records are secured in filing cabinets in the campuses file room and in the CampusVue system. Placement files for graduates within the last three years are kept in a locked room file room on campus.

Personnel records are stored in fire-rated, locked filing cabinets located in the campus administration office.

3.8.1 If the campus utilizes computerized record keeping, what are the back-up procedures?

Electronic records are maintained in the CampusVue system or in the student financial services system. Records are backed up on a daily basis by the campus support center in Santa Ana, CA.

3.9. How long are student records maintained by the campus?

Student financial aid records are maintained on site for two years beyond the student's last date of attendance and in off-site storage for a minimum of five years. Student financial services also maintains electronic copies of financial aid files. Active academic records are maintained on site and inactive records are maintained for two years before being sent to an off-site storage facility where they are stored for a minimum of an additional five years. In all cases, academic records are maintained for at least five years from the last date of attendance. Student academic transcripts are maintained indefinitely. Graduate records are maintained onsite for students who graduated within the last three years. Thereafter, they are sent to an off-site storage facility.

3.10. Describe any plans for improvement in the administration.

Campus administrators will continue to receive training in the areas of leadership and new initiatives undertaken by CCI. The academic dean and education chairs will continue to receive training in classroom instruction from the campus support center and at the campus level. Training will continue to be provided on the new electronic enrollment agreement process for admissions, academics and student finance personnel as needed.



4. RELATIONS WITH STUDENTS

An institution's methods of attracting and retaining students often are subject to scrutiny and are of considerable concern to the public, to other educational institutions, and to the Council. An institution's recruitment efforts should be devoted to locating and informing students, in a professional and dignified manner, who the institution can best serve. Recruiting practices contribute to an institution's image. Each institution also should strive to ensure that its financial relations with students reflect the highest ethical standards and are in conformance with all state and federal laws and regulations. Each institution is required to develop a program of student personnel services that is consistent with its stated mission. Such services should support the educational program and reflect the institution's concern for the welfare of the student. In responding to the questions below, please consult Sections 3-1-400 through 3-1-442 of the *Accreditation Criteria*.

ADMISSIONS AND RECRUITMENT

4.1 What is the admissions policy?

REQUIREMENTS AND PROCEDURES

- High school diploma or a recognized equivalent such as the GED.
- Students must submit proof of high school graduation or a recognized equivalency certificate (GED) to the institution by providing the institution with the diploma, transcript confirming graduation, GED certificate or other equivalent documentation, a copy of which will be placed in the student file.
 - If documents required for enrollment are not available at the time of application, applicants may be accepted for a limited period to allow time for receipt of all required documentation.
 - Applicants are informed of their acceptance status shortly after all required information is received and the applicants' qualifications are reviewed.
 - Applicants who determine that they would like to apply for admission will complete an enrollment agreement.
 - Students may apply for entry at any time. Students are responsible for meeting the requirements of the catalog in effect at the time of enrollment. Students automatically come under the current catalog at re-entrance after not attending for a full academic term.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

CRIMINAL BACKGROUND CHECK

- Students enrolled in certain programs may be subject to a criminal background check prior to enrollment to ensure they are qualified to meet occupational or employment requirements, clinical or internship/externship placement requirements or licensure standards for many programs, including but not limited to those in the allied health or criminal justice fields.
 - Enrollment for students may not be granted when the background check identifies a conviction, pending case, or unresolved deferral/diversion for any felonies or misdemeanors.
 - A student's inability to obtain criminal background clearance may prohibit opportunities for program completion and job placement. It is the student's responsibility to contact the agency to verify conditions. The school cannot contact the background check agency.
 - All students re-entering a program shall be required to complete a Criminal Background Attestation, attesting that they do not have a criminal background that would preclude them from obtaining licensure, externship or placement in their desired career field.

4.1.1 Does the policy differ based on the credential awarded or program of study?

Students enrolling in the pharmacy technician or criminal justice program are subject to the criminal background check.

4.1.2 Explain how the admissions policy adheres to the institution's mission.



The admissions requirements above are in keeping with the mission statement to provide a high-quality educational experience to qualified individuals.

4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?

The ability-to-benefit policy is outlined in the catalog addendum as outlined below.

Effective July 1, 2012, the school stopped enrolling new Ability to Benefit (ATB) students and all new students must have attained a high school diploma or equivalent for admission. The limited circumstances under which a continuing ATB student may establish eligibility on or after July 1, 2012 are outlined in the grandfathering policy below. Students wishing to establish eligibility may be required to submit documentation evidencing continuing ATB eligibility under the grandfathering provisions.

ATB Grandfathering Policy

Students who were enrolled in an eligible educational program of study any time before July 1, 2012, may continue to be considered Title IV eligible under either the ATB test or credit hour standards if they meet the following two-part test set forth below:

1. The student attended, or was registered and scheduled to attend, a Title IV eligible program at an eligible institution prior to July 1, 2012; and
2. The student established qualification as an ATB student by documenting one of the two following ATB alternatives:
 - a. Passing an independently administered, Department of Education (DOE) approved ATB test; or
 - b. Successful completion of at least six credit hours, or the equivalent coursework (225 clock hours) that are applicable toward a certificate offered by the school

Note: The number of students enrolled under the Ability To Benefit Provision is limited to only certain diploma programs offered. Please check with your admission representative regarding the programs that accept ATB students. The school reserves the right to reject applicants based on test scores and ability to benefit limitations, or as necessary to comply with any applicable local, state or federal laws, statutes or regulations.

Ability to Benefit Passing Test Scores

ATB students must achieve or exceed the minimum passing scores in all subtests at one administration. Minimum ATB qualifying scores for CPAt, COMPASS, ASSET, CPT/Accuplacer and the Wonderlic Basic Skills Test as defined in the table below.

ATB Test	CPAt	COMPASS	ASSET	CPT/Accuplacer	Wonderlic
Required Passing Scores:	Language: 42	Reading: 62	Reading: 35	Reading: 55	Verbal: 200
	Reading: 43	Writing: 32	Writing: 35	Sentence Skills: 60	Quantitative: 210
	Numerical: 41	Numerical: 25	Numerical: 33	Arithmetic: 34	

Former CCI ATB students re-entering on or after July 1, 2012, under the limited circumstances outlined above will not be required to retake and pass the ATB test if the official score sheet from the test publisher is in the student's academic file.

Students transferring from a non-CCI institution that previously qualified for Title IV eligibility via successfully passing an approved ATB exam at another institution will be required to re-take and pass an approved ATB-exam through CCI subject to Test Publisher's retest policies.

Ability to Benefit Advising



The school will provide academic support services necessary for the success of each student in the ATB program and to ensure that following completion of the program the student is ready for placement. All ATB students shall receive academic and career advising after each grading/evaluation periods (i.e. term, module, phase, level, or quarter).

4.3 What records are maintained by the campus to reflect the basis for the admission of each student?

Everest College maintains a file for each student containing the following information:

- A request for a copy of the high school transcript or GED scores
- An official copy of the high school transcript or GED scores
- Official test scores for students admitted under the ATB provision (if applicable)
- Transfer credit documentation (if applicable)
- An application for admission

4.4 Describe the student recruitment program.

Everest College recruits students by means of following:

- Newspaper advertising
- Television commercials
- Classroom workshops in community high schools
- Direct mail advertising
- Phone directories
- Career fairs/community events
- Internet
- Referrals
- National Urban League affiliation
- Website (http://www.everest.edu/campus/mid_cities)

When a prospective student requests information, an admissions representative arranges an interview at the campus. The admissions representative explains the programs, services, tuition, disclosures and policies to the prospective student and takes him or her on a tour of the facility. Individuals, who are interested in enrolling, proceed through the admissions and financial aid process. When all documents are completed and approved, the student is enrolled.

4.5 Describe how admissions representatives are trained, compensated, and monitored.

New admissions representatives go through a CCI-sponsored training program. The training includes orientation, career fields, educational programs, enrollment procedures, regulatory requirements, catalog knowledge and meetings with key college personnel.

All admissions representatives receive ongoing training and feedback as it pertains to their performance. Admissions representatives are tested quarterly to assess their knowledge of products, processes, compliance, the catalog and terminology. They are also observed at least twice a month by their supervisor to assess their skills and behavior. Prospective students may be surveyed after their initial interviews and asked specific questions pertaining to their experience with the admissions process and the individuals they interacted with. Feedback from all of these activities is used by the directors of admissions to determine individual performance ratings and identify individual and departmental training and coaching needs.

Admissions representatives are formally reviewed annually based on the three performance elements described above: knowledge, observation of skills and behavior and prospective student satisfaction surveys. Enrollment metrics are prohibited from being factored into compensation and promotion.

4.6 Describe the policies and procedures regarding incoming transfer of credit.



Everest has constructed its transfer credit policy to recognize both traditional college credit and nontraditional learning. In general, Everest considers the following criteria when determining if transfer credit should be awarded:

- Accreditation of the institution;
- The comparability of the scope, depth and breadth of the course to be transferred; and
- The applicability of the course to be transferred to the student's desired program. This includes the grade and age of the previously earned credit. If the learning was obtained outside a formal academic setting, through a nationally administered proficiency exam, an IT certificate exam or military training, Everest will evaluate and award transfer credit using professional judgment and the recommendations for credit issued by the American Council on Education (ACE).

MAXIMUM TRANSFER CREDITS ACCEPTED

Students enrolled in a diploma program must complete at least 25% of the program in residency at the institution awarding the degree or diploma. The remaining 75% of the program may be any combination of transfer credit, national proficiency credit, Everest developed proficiency credit, or prior learning credit.

COURSEWORK COMPLETED AT FOREIGN INSTITUTIONS

All coursework completed at a foreign institution must be evaluated by a member of the National Association of Credential Evaluation Services (NACES). An exception to this may be allowed for students transferring from Canada with prior approval from the Transfer Center.

TRANSFER CREDIT FOR LEARNING ASSESSMENT

Everest accepts appropriate credits transferred from the College Level Examination Program (CLEP), DANTES subject testing, and certain other professional certification examination programs. Contact the campus academic dean for the current list of approved exams and minimum scores required for transfer.

TRANSFER CREDIT FOR PROFESSIONAL CERTIFICATIONS

Everest may award some credits toward undergraduate, associate, and diploma level courses for achievement of professional certifications e.g. CNE, MCSE, etc.

EXPERIENTIAL LEARNING PORTFOLIO

Students may earn credit for life experience through the prior learning assessment program. This program is designed to translate personal and professional experiences into academic credit. Procedures for applying for credit through experiential learning are available in the academic dean's office.

PROFICIENCY EXAMINATION

Undergraduate students may attempt to challenge the requirement to certain selected courses by demonstrating a proficiency level based on special qualifications, skills, or knowledge obtained through work or other experience that is sufficient to warrant the granting of academic credit for a course through a proficiency examination. All requests for proficiency examinations must be approved by the appropriate program director and the academic dean.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits students earn at Everest is at the complete discretion of the institution to which students seek to transfer. Acceptance of the degree, diploma or certificate students earn in the program in which students are enrolling is also at the complete discretion of the institution to which students seek to transfer. The credits or degree, diploma or certificate that students earn at Everest will probably not be transferable to any other college or university. For example, if a student entered Everest as a freshman, the student will still be a freshman if he/she enters another college or university at some time in the future even though the student earned



units while attending Everest. In addition, if a student earns a degree, diploma or certificate in one of our programs, in most cases, it will probably not serve as a basis for obtaining a higher-level degree at another college or university, and the student may be required to repeat some or all of the coursework at that institution. For this reason, a student should make certain that the attendance of Everest will meet his/her educational goals. This may include - before the student's enrollment with Everest - contacting the institution to which the student seeks to transfer after attending Everest to determine if the credits or degree, diploma or certificate will transfer.

TRANSFERS TO OTHER EVEREST LOCATIONS

Students in good standing may transfer to another Everest campus location. Transfer students are advised that they will be subject to the minimum residency requirements at the new campus for the program in which they are enrolled. Students may transfer applicable credits from Everest coursework in which a C or higher was earned; however, those credits will be treated as transfer credits and will not count toward fulfilling residency requirements at the new location.

TRANSFER CENTER ASSISTANCE

Any questions regarding the transfer of credit into or from Everest should be directed to the Transfer Center at 877-727-0058 or email transfercenter@cci.edu.

4.6.1 Where are these policies and procedures published?

These policies are published in the catalog on page 4-6 and in the catalog addendum.

4.6.2 Describe any articulation agreements with other institutions.

Everest College has an articulation agreement with Kaplan University under which students completing a diploma, certificate or degree program at Everest College may be eligible to transfer into Kaplan University's bachelor degree program. Students may also be eligible for a limited tuition discount. Students should contact their Everest College campus academic dean for additional information on articulation agreement transfer terms and conditions.

4.6.3 Describe where the campus publishes a list of institutions with which it has established the agreements.

This information is published on page 5 of the catalog.

4.6.4 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered.

Prospective students are provided with a copy of the catalog during the admissions interview. Students are directed to contact the campus academic dean for additional information on articulation agreement transfer terms and conditions.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

4.7 Who administers the standards of satisfactory academic progress (SAP) for the campus and what are this individual's qualifications to administer SAP?

The academic dean monitors and administers the standards of satisfactory academic progress for the campus with assistance from the education chairs and registrar.

4.8 How does the campus determine if a student is making satisfactory progress according to the policy?

The Satisfactory Academic Progress (SAP) standards are published in the catalog on pages 7-10 and updates to the standards are provided in the catalog addendum.

Satisfactory academic progress is measured by:

- The student's cumulative grade point average (CGPA)
- The student's rate of progress toward completion (ROP)



- The maximum time frame allowed to complete which is 150% of total number of credits in the program of study (MTF)

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

Students must maintain satisfactory academic progress in order to remain eligible as regularly enrolled students and to continue receiving federal financial assistance. The accreditor and federal regulations require that all students progress at a reasonable rate toward the completion of their academic program. Satisfactory academic progress is measured by:

- The student's cumulative grade point average (CGPA)
- The student's rate of progress toward completion (ROP)
- The maximum time frame allowed to complete which is 150% of total number of credits in the program of study (MTF)

EVALUATION PERIODS FOR SAP

Satisfactory academic progress is measured for all students at the end of each grading period (i.e., at the end of each term, module, phase, level, quarter and payment period).

RATE OF PROGRESS TOWARD COMPLETION

The school catalog contains a schedule designating the minimum percentage or amount of work that a student must successfully complete at the end of each evaluation period to complete their educational program within the maximum time frame (150%). Quantitative progress is determined by dividing the number of credit hours earned by the number of credit hours attempted. Credit hours attempted include completed hours, transfer credits, withdrawals, and repeated courses.

MAXIMUM TIME FRAME TO COMPLETE

The maximum time frame for completion of any program is limited by federal regulation to 150% of the published length of the program. A student is not allowed to attempt more than 1.5 times or 150% of the credit hours in the standard length of the program in order to complete the requirements for graduation.

APPLICATION OF GRADES AND CREDITS TO SAP

- Grades A through F are included in the calculation of CGPA and are included in the Total Number of Credit Hours Attempted.
- Transfer credits (TR) are not included in the calculation of CGPA but are included in the Total Number of Credit Hours Attempted and Earned in order to determine the required levels for CGPA and rate of progress.
- Courses with grades of P, EL and PE are not included in the CGPA calculation but do count as credit hours successfully completed for the rate of progress calculation.
- For calculating rate of progress, F grades and W grades are counted as hours attempted but are not counted as hours successfully completed. Grades of IP will also be counted as hours attempted but not as hours successfully completed.
- When a course is repeated, the higher of the two grades is used in the calculation of CGPA, and the total credit hours for the original course and the repeated course are included in the Total Credit Hours Attempted (in the SAP charts) in order to determine the required rate of progress level. The credit hours for the original attempt are considered as not successfully completed.
- When a student transfers between programs, all attempts of courses common to both programs are included in the CGPA and ROP of the new program.
- Students graduating from one program and continuing on to another will have all successfully completed courses common to both programs included in the SAP calculations of the new program. Courses not in the new program, including grades of W or F, are excluded from all SAP calculations.



■ ADDENDUM, Effective June 1, 2012: The following policy under the Satisfactory Academic Progress section has been updated on p. 7-9 of the catalog.

ACADEMIC AND FINANCIAL AID WARNING

SAP is evaluated at the end of each academic term (grading period) and all students with a cumulative grade point average (CGPA) and/or rate of progress (ROP) below the required academic progress standards as stated in the school's catalog are determined to have not met satisfactory academic progress. Students not meeting SAP and with a previous SAP Met status will be issued a Financial Aid Warning and be advised that unless they improve their CGPA and/or rate of progress toward completion, they may be withdrawn from their program and lose eligibility for federal financial aid.

NOTIFICATION OF FINANCIAL AID WARNING

The Academic Dean (or designee) must provide the written notice of FA Warning status to all students not meeting SAP and with a previous SAP Met or SAP Advising status. The following timelines apply to all students receiving an FA Warning:

- For programs with an Add/Drop period:
 - Students must receive the notification by the first day of the term; and
 - Must be advised within fourteen (14) calendar days after the term start.

Note: For terms without a break week, students must receive the notification within seven (7) calendar days after the term start and be advised within twenty-one (21) calendar days after the term start.

- For modular programs:
 - Students must receive the notification by the third (3rd) calendar day of the next module; and
 - Must be advised within ten (10) calendar days after the module start.

ACADEMIC AND FINANCIAL AID PROBATION

When students fall below the required academic progress standards (CGPA and/or ROP) for their program for two consecutive evaluation periods, students shall receive written notification that they will be withdrawn unless they successfully appeal by written request within the timeframe stated in the Student Academic Appeals Policy. If a student's appeal is approved, the student will be placed on Academic and Financial Aid (FA) probation. While on FA probation, students must adhere to an Academic Progress Plan. Probation will begin at the start of the next evaluation period. When both the CGPA and ROP are above the probation ranges, students are removed from probation.

During the period of probation, students are considered to be making Satisfactory Academic Progress both for academic and financial aid eligibility. Students on probation must participate in academic advising as a condition of their probation. Academic advising shall be documented on an Academic Progress Plan and shall be kept in the students' academic file.

NOTIFICATION OF ACADEMIC AND FINANCIAL AID PROBATION

The Academic Dean (or designee) must provide written notice of probationary status to all students placed on academic and financial aid probation. The following timelines apply for all students:

- For programs with an Add/Drop period:
 - Students must receive the notification by the first day of the term;
 - If the student appeals this status and the appeal is approved, the student must receive an Academic Progress Plan within ten (10) calendar days after the appeal's approval.



Note: For terms without a break week, students must receive the notification within seven (7) calendar days after the term start.

- For modular programs:
 - Students must receive the notification by the third (3rd) calendar day of the next module;
 - If the student appeals this status and the appeal is approved, the student must receive an Academic Progress Plan within seven (7) calendar days after the appeal's approval.

DISMISSAL

If the student does not meet the Academic Progress Plan's requirements at the end of the evaluation period, the student will be dismissed from the program. Students who have violated Academic and Financial Aid Probation and have been dismissed from a program are not eligible for readmission to that program if the student has exceeded or may exceed the maximum time frame of completion until they reestablish appropriate Satisfactory Academic Progress standing. Students who have reached the maximum time frame for their program must be withdrawn from the program. There is no appeal for this type of withdrawal.

RETAKEING PASSED COURSEWORK

Students may repeat coursework as long as such coursework does not include more than a single repetition of a previously passed course. Each attempt counts in the calculation of the students' rate of progress and successful completion percentages. All repeated courses will appear on the student's transcript, but only the highest grade earned will be included in the calculation of their cumulative grade point average.

RETAKEING FAILED COURSEWORK

For the purpose of improving academic standing and establishing institutional grade point average, students must repeat any failed coursework. Failed courses may be repeated more than twice, so long as repeating the coursework does not jeopardize the students' maximum time frame of completion. Each attempt counts in the calculation of the students' rate of progress and successful completion percentages. All repeated coursework will appear on the student's transcript, but only the highest grade earned will be included in the calculation of their cumulative grade point average.

4.8.1 Who reviews the student's records and advises the student?

Based on reports from CampusVue, the academic dean and education chairs monitor students on probation and notifies students in writing when they have violated probation. Students are also notified when they are no longer violating academic progress. Documentation of the advising and the letters sent are found in each student's academic file as appropriate.

4.8.2 Who monitors probation?

The registrar inputs final grades into CampusVue following the end of each term. Once final grades have been entered, the academic dean/registrar generates a report that identifies the students, who are on probation and/or not making satisfactory academic progress. The academic dean and registrar review this report and letters are then sent to all probationary students. Education chairs are informed about the students who are on probation and they complete academic advising, monitor progress and provide additional follow up as needed.

4.8.3 How is attendance verified?

Attendance in class is critical to student academic success. Satisfactory attendance is established when students are present in the assigned classroom for the scheduled amount of time. Faculty are responsible for monitoring student attendance and advising students who have been absent from their classes. Tardies and leave earlies are recorded in minutes and are calculated as equivalent absences. Students who have been absent from all of their classes for 14 consecutive calendar days will be



dropped from the training program. Students who miss 15% of the total program hours will be advised that they are at risk of being dropped from the program. Students who miss 20% of the total program hours will be advised that they are at risk of being dropped from the program once they exceed 20%. Students who have been dropped from the program may apply for reentry. The school is not required to withdraw a student based on lack of attendance if a refund would not be due.

Instructors take attendance each class session beginning with the first day of scheduled classes. For programs with an add/drop period, the taking of attendance for a student enrolling during the add/drop period begins the first scheduled class session following the student's enrollment. In programs without an add/drop period, new students registered for a course shall attend by the second scheduled class session, or be withdrawn. Instructors use an attendance roster to document attendance during these periods and this information is entered in CampusVue by the registrar's department.

4.8.4 How is the cumulative GPA and percentage of successful course completion verified?

Cumulative GPA and the percentage of successful course completion are verified by the academic dean using reports from CampusVue. At the end of each academic term, the student's cumulative grade point average (CGPA) is reviewed to determine the student's progress.

FINANCIAL RELATIONS

4.9 If the institution sponsors *institutional* scholarship, grant, or loan programs, describe them and provide how they are publicized.

Institutional scholarships that are sponsored by the institution are described below and are publicized in the catalog on pages 19-21.

GRANTS AND SCHOLARSHIPS

DREAM AWARD PROGRAM AND SCHOLARSHIPS

Graduates of any Corinthian Colleges, Inc. (CCi) school may be nominated for the CCi-sponsored Dream Award program. Scholarship awards must be used within two years of the award and they are not transferrable nor can they be exchanged for cash.

Campus Dream Award: Each campus will nominate one recent graduate from the campus to represent the campus in the award competition. Nominations are accepted from April 1 to June 30 each year. Selection of the nominee is based on a review of recent graduates within the past three years by the Campus Selection Committee. The selected nominee should be a graduate whose life story could have gone in any direction, but whose decision to attend a CCi school was a turning point for them. The selected nominee should be an inspiration and motivation to other students. Each Campus Dream Award recipient will receive:

1. A scholarship worth \$2,500 that may be used at any CCi campus for training that is more advanced than the one from which the nominee has graduated, and
2. A trophy.

Corinthian Dream Award: Following the close of the nomination period for the Campus Dream Award, the Corinthian Dream Award recipient will be selected from the campus nominees by the Corinthian Colleges Selection Committee, composed of the Executive Management Team of CCi. The award will be given to the nominee with the most compelling story and highest level of achievement. The award will be announced to the winner by the end of August and will be presented at the October CCi Presidents Meeting. The award will include:

1. A full scholarship that may be used at any CCi campus for training that is more advanced than the program from which the recipient has graduated,
2. An all expenses paid trip to the October Presidents Meeting,



3. A trophy,
4. A letter of recognition from the CCI CEO and COO, and
5. A nomination to the Association of Private Sector Colleges and Universities (APSCU) Great Award.

Additional information regarding this award and scholarship program may be requested from the Campus President.

IMAGINE AMERICA SCHOLARSHIPS

This institution participates in the Imagine America Scholarship program operated by the Career Training Foundation of Washington D.C. Under this scholarship program five \$1,000 Imagine America scholarships are available at each participating high school and can be awarded to three graduating high school seniors from that school.

Scholarship certificates are sent directly to the high school from the Career Training Foundation of Washington D.C. The high school guidance counselor and the high school principal select the students of their choice to receive the award. Certificates have to be signed by the counselor and principal to be valid. The chosen high school seniors can each only receive one Imagine America Scholarship.

Imagine America Scholarship certificates are to be given to the Student Finance Office prior to class commencement, are non-transferable and cannot be exchanged for cash. Scholarship certificates will be accepted until October 31, of the year in which they are awarded. The scholarship cannot be used in conjunction with any of the other two types of scholarships offered by the campus.

CAREER COLLEGES AND SCHOOLS OF TEXAS SCHOLARSHIP

The College participates in the Career Colleges and Schools of Texas (CCST) Scholarship Program, operated by the Career Colleges and Schools of Texas.

Under this scholarship program up to 10 \$1,000 CCST scholarships are available at each Texas high school and can be awarded to 10 graduating high school seniors from that school.

Unique scholarship certificates are generated by the high school through the CCST Scholarship website. The high school administration selects the students to receive the award. Certificates have to be signed by the counselor and principal to be valid. The chosen high school seniors can each only receive one CCST scholarship.

CCST scholarship certificates are to be given to the Financial Aid Office prior to class commencement, are non-transferable and cannot be exchanged for cash. Scholarship certificates will be accepted until the end of the year in which they are awarded.

MILITARY SCHOLARSHIPS

As a sign of appreciation to our friends in uniform and their families, the following are eligible to apply for the Military Scholarship: military personnel serving in the Armed Forces, which include the U.S. Army, Navy, Marines, Air Force, Activated Guard/Reserve and U.S. Coast Guard, military spouses of active military personnel serving in the Armed Forces, veterans using Veterans Affairs ("VA") education benefits, and spouses or other dependents using VA education benefits.

The Scholarship includes a quarterly tuition stipend applied as a credit to the student's account and no cash payments will be awarded to the student. Scholarship funds are set at the beginning of each fiscal year and are awarded on a continuing basis until funds for the fiscal year are depleted. Scholarship awards may not exceed 50% of tuition charged for the term. The scholarship is non-transferrable and non-substitutable and cannot be combined with any other program. The scholarship or program with the greatest benefit to the student will be applied. Applications may be requested from the Admissions Office.



Eligibility: Applicants must meet entrance requirements for their program of study. Applicants must meet the eligibility requirements listed above and provide proof of eligibility by submitting a copy of official military documentation with their application. Proof of eligibility includes valid military identification card, Leave and Earnings Statement, DD214, Certificate of Eligibility. The scholarship may be renewed from quarter-to-quarter so long as the recipient continues to meet the eligibility requirements, remains enrolled, maintains satisfactory academic progress, and maintains a 2.50 cumulative grade point average.

Payment Schedule:

Member Status	Military Scholarship Amount
U.S. Military Service Member – Army, Navy, Air Force, Marines, Coast Guard, Activated National Guard or Activated Reservist	50% of tuition
Veteran – veteran using VA or other military education benefits	10% of tuition
Military Spouse – spouse of active-duty military personnel serving in the Armed Forces	10% of tuition
Military spouse or dependent – spouse or dependent using military education benefits	10% of tuition
Other – service member, veteran or family member not listed above and using military education benefits	10% of tuition

- 4.10 What evidence does the campus have that demonstrates the tuition, fees, and other charges for all students who enrolled at the same time and in the same program are consistent. If they are not consistent, explain.

Each student signs an enrollment agreement (EA) upon admission into a program (may be an electronic signature). The tuition and estimated book charges are outlined in the agreement. The EA is dated and documents the student's start date and a copy is maintained in each student's academic file.

Tuition for all modular programs is charged at a flat rate for any student enrolled at the campus, dependent on the program. Withdrawal from the campus terminates the enrollment agreement and a new enrollment agreement is established should the student return for further modular program studies. Students enrolled in a degree program, regardless of whether or not they take one or more courses online, are charged by the academic quarter for a range of credit hours taken per quarter. Students who take eight credit hours or less in a given quarter are charged a per credit cost. At the time of enrollment, students sign an enrollment agreement that is in force for the upcoming quarter. Should tuition charges be increased for subsequent quarters, the students are charged at the rate in effect at that time.

Tuition charges and fees are disclosed in the catalog and updates are disclosed in catalog addenda.

- 4.11 What are the refund policies and procedures?

FEDERAL FINANCIAL AID RETURN POLICY

RETURN OF TITLE IV FUNDS CALCULATION AND POLICY

The School is required to determine earned and unearned portions of Title IV aid for students who cancel, withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The Return of Title IV Funds calculation (Return calculation) is based on the percentage of earned aid using the following calculation: Percentage of payment period or term completed equals the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned equals (100% of the aid that could be disbursed minus the percentage of



earned aid) multiplied by the total dollar amount of aid that could have been disbursed during the payment period or term.

The School must return the lesser of:

1. The amount of Title IV program funds that the student did not earn; or
2. The amount of institutional charges that the student incurred for the payment period or period of enrollment multiplied by the percentage of funds that were not earned.

The student (or parent, if a Federal PLUS loan) must return or repay the amount by which the original overpayment amount exceeds 50% of the total grant funds received by the student for the payment period or period of enrollment, if the grant overpayment is greater than \$50. (Note: If the student cannot repay the grant overpayment in full, the student must make satisfactory arrangements with the U.S. Department of Education to repay any outstanding grant balances. The Student Financial Aid Department will be available to advise the student in the event that a student repayment obligation exists. The individual will be ineligible to receive additional student financial assistance in the future if the financial obligation(s) is not satisfied.)

The School must return the Title IV funds for which it is responsible in the following order:

1. Unsubsidized Direct Stafford loans (other than PLUS loans)
2. Subsidized Direct Stafford loans
3. Federal Perkins loans
4. Direct PLUS loans
5. Federal Pell Grants for which a return of funds is required
6. Academic Competitiveness Grants for which a return of funds is required
7. National Smart Grants for which a return of funds is required
8. Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required

If a student withdraws after the 60% point-in-time, the student has earned all Title IV funds that he/she was scheduled to receive during the period and, thus, has no unearned funds; however, The School must still perform a Return calculation. If the student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement, which must be paid within 180 days of the DOD. If a student earned less aid than was disbursed, The School would be required to return a portion of the funds, and the student would be required to return a portion of the funds. Any outstanding student loans that remain are to be repaid by the student according to the terms of the student's promissory notes.

After a Return calculation has been made and a state/institutional refund policy, if applicable, has been applied, any resulting credit balance (i.e. earned Title IV funds exceed institutional charges) must be paid within 14 days from the date that The School performs the Return calculation and will be paid in one of the following manners:

1. Pay authorized charges at the institution;
2. With the student's permission, reduce the student's Title IV loan debt (not limited to the student's loan debt for the period of enrollment);
3. Return to the student.

TIMEFRAME WITHIN WHICH INSTITUTION IS TO RETURN UNEARNED TITLE IV FUNDS

The School must return the amount of unearned Title IV funds for which it is responsible within 45 days after the DOD.

EFFECT OF LEAVES OF ABSENCE ON RETURNS

If a student does not return from an approved leave of absence on the date indicated on the written request, the withdrawal date is the student's last day of attendance. For more information, see the Leave of Absence section in The School catalog.

REFUND POLICIES



If a state refund policy can provide a larger refund to the student than The School's refund policy, a refund worksheet using both policies will be included in each student's file, and the student will be given the benefit of the refund policy that results in the larger refund to the student.

INSTITUTIONAL PRO RATA REFUND CALCULATION AND POLICY

When a student withdraws, The School must determine how much of the tuition and fees it is eligible to retain. The Pro Rata Refund Calculation and Policy is an institutional policy and is different from the Federal Financial Aid Return Policy and Return calculation; therefore, after both calculations are applied, a student may owe a debit balance (i.e. the student incurred more charges than he/she earned in Title IV funds) to The School.

The School will perform the Pro Rata Refund Calculation for students who terminate their training before completing the period of enrollment. Under the Pro Rata Refund Calculation, The School is entitled to retain only the percentage of charges (tuition, fees, room, board, etc.) proportional to the period of enrollment completed by the student. The period of enrollment completed by the student is calculated by dividing the total number of calendar days in the period of enrollment into the calendar days in the period as of the student's last date of attendance. The period of enrollment for students enrolled in modular programs is the academic year. The period of enrollment for students enrolled in quarter-based programs is the quarter. The refund is calculated using the following steps:

1. Determine the total charges for the period of enrollment.
2. Divide this figure by the total number of calendar days in the period of enrollment.
3. The answer to the calculation in step 2 is the daily charge for instruction.
4. The amount owed by the student, for the purposes of calculating a refund, is derived by multiplying the total calendar days in the period as of the student's last date of attendance by the daily charge for instruction and adding in any book or equipment charges.
5. The refund shall be any amount in excess of the figure derived in step 4 that was paid by the student.

TEXAS REFUND POLICY (TEXAS EDUC. CODE §§ 132.061-132.0611)

1. Refund computations will be based on scheduled course time of class attendance through the last date of attendance. Leaves of absence, suspensions and school holidays will not be counted as part of the scheduled class attendance.

2. The effective date of termination for refund purposes will be the earliest of the following:

- (a) The last day of attendance, if the student is terminated by the school;
- (b) The date of receipt of written notice from the student; or
- (c) Ten school days following the last date of attendance.

3. If tuition and fees are collected in advance of entrance, and if after expiration of the 72 hour cancellation privilege the student does not enter school, not more than \$100 in nonrefundable administrative fees shall be retained by the school for the entire residence program or synchronous distance education course.

4. If a student enters a residence or synchronous distance education program and withdraws or is otherwise terminated, the school or college may retain not more than \$100 in nonrefundable administrative fees for the entire program. The minimum refund of the remaining tuition and fees will be the pro rata portion of tuition, fees, and other charges that the number of hours remaining in the portion of the course or program for which the student has been charged after the effective date of termination bears to the total number of hours in the portion of the course or program for which the student has been charged, except that a student may not collect a refund if the student has completed 75 percent or more of the total number of hours in the portion of the program for which the student has been charged on the effective date of termination.

5. Refunds for items of extra expense to the student, such as books, tools, or other supplies should be handled separately from refund of tuition and other academic fees. The student will not be required to purchase



instructional supplies, books and tools until such time as these materials are required. Once these materials are purchased, no refund will be made. For full refunds, the school can withhold costs for these types of items from the refund as long as they were necessary for the portion of the program attended and separately stated in the enrollment agreement. Any such items not required for the portion of the program attended must be included in the refund.

6. A student who withdraws for a reason unrelated to the student's academic status after the 75 percent completion mark and requests a grade at the time of withdrawal shall be given a grade of "incomplete" and permitted to re-enroll in the course or program during the 12-month period following the date the student withdrew without payment of additional tuition for that portion of the course or program.

7. A full refund of all tuition and fees is due and refundable in each of the following cases:

- (a) An enrollee is not accepted by the school;
- (b) If the course of instruction is discontinued by the school and this prevents the student from completing the course; or
- (c) If the student's enrollment was procured as a result of any misrepresentation in advertising, promotional materials of the school, or representations by the owner or representatives of the school.

A full or partial refund may also be due in other circumstances of program deficiencies or violations of requirements for career schools and colleges.

8. REFUND POLICY FOR STUDENTS CALLED TO ACTIVE MILITARY SERVICE.

A student of the school or college who withdraws from the school or college as a result of the student being called to active duty in a military service of the United States or the Texas National Guard may elect one of the following options for each program in which the student is enrolled:

(a) if tuition and fees are collected in advance of the withdrawal, a pro rata refund of any tuition, fees, or other charges paid by the student for the program and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal;

(b) a grade of incomplete with the designation "withdrawn-military" for the courses in the program, other than courses for which the student has previously received a grade on the student's transcript, and the right to re-enroll in the program, or a substantially equivalent program if that program is no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition, fees, or other charges for the program other than any previously unpaid balance of the original tuition, fees, and charges for books for the program; or

(c) the assignment of an appropriate final grade or credit for the courses in the program, but only if the instructor or instructors of the program determine that the student has:

- (1) satisfactorily completed at least 90 percent of the required coursework for the program; and
- (2) demonstrated sufficient mastery of the program material to receive credit for completing the program.

9. The payment of refunds will be totally completed such that the refund instrument has been negotiated or credited into the proper account(s), within 60 days after the effective date of termination.

4.12 What are the qualifications of the financial aid officer?

Ms. Debra White-Knighten is the director of student finance for Everest College. She holds a bachelor's degree from Delta State University and a master's degree from Dallas Baptist University. Ms. White-Knighten started with Everest College in April 2003 as the director of financial aid and has been employed by Everest for ten years.



4.12.1 In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?

Ms. Debra White-Knighten is a member of the National Association of Student Financial Aid Administrators (NASFAA) and the Texas Association of Student Financial Aid Administrators (TASFAA). She is informed of changes through information shared by CCI campus support and student financial services. Changes pertaining to state programs are received via state memorandums. This information is then shared with the student finance staff.

4.13 If applicable, describe the system for counseling students regarding their student loan repayment obligations.

Everest College conducts an entrance counseling interview for all students applying for funding through the direct loan program. The entrance counseling is completed prior to the first disbursement. All forms that the borrower must complete and return for processing are completed during the initial packaging process. Exit counseling interviews are conducted for all borrowers prior to the date of graduation. Additionally, exit counseling is provided to withdrawn and less than half time students that received direct student loan funding.

Information Provided to the Borrower – Entrance Counseling Interview

The entrance counseling interview covers the following information and procedures:

- Reinforce the importance of repayment
- Provide an averaged estimated monthly repayment amount
- Review repayment options including standard payment, extended payment, income contingent, and consolidation
- Discuss debt management strategies
- Review forbearance, deferment, and cancellation options and procedures
- Provide information re: NSLDS website
- Provide information re: FSA Student Loan Ombudsman's Office
- Explain the consequences of default, such as collection expenses, adverse credit reports, federal tax offsets, litigation, defaulted borrowers are not eligible for deferment, and default repayment schedules may be more stringent than the original repayment schedule
- Explain the use of the Master Promissory Note (MPN) including the use of the multi-year feature, borrower confirmation process, importance of reading the MPN Borrower's Rights and Responsibilities prior to signing, and of the borrower's right to sign a new promissory note for each loan year and opt out of the multi-year feature
- Explain that the borrower is obligated to repay the loan even if s/he does not complete the program, is not able to get a job after graduation, or is dissatisfied with the schools educational program or other services
- Provide sample monthly loan repayment schedules for different levels of indebtedness
- Obtain a completed Personal Data Sheet from the borrower

Financial aid representatives advise borrowers that it is their responsibility to maintain satisfactory academic progress (SAP) in order to remain eligible for federal financial aid. Borrowers are also advised to keep copies of all documents concerning their educational loans, and/or other student aid received. At a minimum, borrowers are advised to retain the following documents:

- Copy of the master promissory note (MPN)
- Copy of the loan disclosure statement received from the lender
- Record of any EFT notifications
- Loan repayment schedule (sent to the borrower when repayment begins)
- Copy of any deferment or forbearance requests
- Record of payments made, including cancelled checks or money order receipts
- The most recent name and address of the lender and/or loan servicer

Exit Counseling Interview



An exit counseling interview is conducted with each student who borrowed from the DL/FFEL (Federally Funded Educational Loan) programs. This is done either individually or in a group session. If the student withdraws from school without notification or drops below half time status, the campus student loan specialist attempts to contact the student by phone, letter and/or text message. In either event, if a student fails to complete an exit interview at the school, the exit materials are mailed within thirty (30) days from the borrower's date of determination (DOD). All responses and returned mail are retained in the student's financial aid file.

Information Provided to the Borrower – Exit Counseling Interview

The exit counseling interview covers the following information and procedures:

- Emphasize financial planning for loan repayment, and the importance of developing a realistic budget; data on the anticipated minimum monthly payment(s) shall be included on the exit counseling interview form and shall also be discussed during the exit counseling session
- Review of loan repayment obligations; each borrower shall be advised that failure to receive repayment notices (such as payment booklets or billing statements) does not relieve the borrower of the obligation to make the required payments.
 - Review of consolidation options (if applicable)
 - Review of deferment, forbearance, and cancellation provisions; borrowers shall be advised to apply directly to the lender for these options, and use the appropriate forms provided by the lender; borrowers shall also be informed that it is important to continue to make payments until deferment (or forbearance) is granted to avoid the possibility of delinquency and/or default; borrowers shall also be advised that delinquency or default on student loans may render the student ineligible for a deferment, forbearance, or cancellation.
 - Emphasize the consequences of delinquency and default
 - Obtain a completed personal data sheet from the borrower

4.13.1 What is the cohort default rate for the last three years?

Year: 2008	Rate: 25.7%
Year: 2009	Rate: 26.2%
Year: 2010	Rate: 2.13%

4.14 If applicable, describe the cash discount policy and provide evidence that it has been approved by the Council.
Not Applicable.

STUDENT SERVICES

4.15 Describe how the campus provides orientation for new students.

New student orientation is held the week before the beginning of the term. Orientation includes the following: The student's first term schedule, an opportunity to meet fellow students and student ambassadors, a new-student DVD, a PowerPoint presentation and ice-breaking activities, an orientation packet, and an introduction to key administrators. There is separate online orientation for students taking online classes conducted the first week of term by the online coordinator/program chair.

4.16 Describe all academic and personal counseling services offered.

Everest College does not provide professional counseling services; however, campus administrators, the education chairs, and instructors maintain an open-door policy so that students are comfortable in expressing concerns or discussing personal/academic challenges.

In addition, Everest College provides assistance through the CARE program. This program is designed to provide students with community resource options to help support them during their education. It is available



24/7 and provides services such as legal and financial consultation, childcare referrals, eldercare guidance and other services for personal challenges.

4.16.1 What are the qualifications of the staff responsible for the counseling program(s)?

The academic dean and education chairs are responsible for overseeing the support and resources provided to students who are experiencing personal challenges. If the situation requires professional counseling or assistance, students are referred to community programs and resources as appropriate (e.g. medical, childcare, legal, abuse, housing, etc.).

4.17 Describe the retention program.

The retention program is focused on motivating students to stay in school and helping them identify and remove the obstacles that prevent them from completing their program. Retention activities begin during orientation and continue throughout each student's program.

Attendance and participation are monitored by the instructors in each course. Instructors contact students who are absent to keep communication open and update them on missed assignments. Academic department members continually monitor student attendance and participation to identify at-risk students. These students are contacted frequently to assess their situation and encourage them to return to classes. This team shares information with other staff members who may have contact with missing students and they also elicit updated news regarding these students. Degree students who are enrolled but do not register for the upcoming term are contacted to encourage them to register.

An at-risk committee addresses the larger and more interrelated issues that affect student retention. Members of this committee include the academic dean, education chairs, and representatives from each department. This group assesses what steps can be taken to help individual students stay in school.

There is also a re-entry program focused on students who have withdrawn. Potential re-entries are contacted to discuss their situations, offer workable alternatives and encourage them to schedule appointments to re-enroll.

Examples of activities in place to encourage student attendance and retention include:

- Academic recognition including the President's Award and Dean's List
- Perfect attendance recognition
- Student Appreciation Days each month
- Monthly community service events
- Consistent communication
- Roundtables with the campus president
- Provision of support services through community referrals, CARE program, and on-campus advising and guidance
 - Program-specific job fairs and monthly guest speakers

Additional retention initiatives can be found in the CEP.

4.18 Describe employment services offered to students.

Everest College has an active career services department to provide assistance to current students, who are in need of employment as well as to graduates seeking employment after graduation. The department staff works directly with community partners, externship sites and program advisory committee members to assist all students in finding employment. This placement assistance is accomplished not only by presentation of graduates as potential career professionals but also through coaching students in the development of a positive self-image and in assessing competencies, strengths, and career expectations.

The career services department meets with students one on one to coach them on professionalism, resume writing, interviewing and job search skills. Additionally, workshops are offered monthly to help prepare students for the interview and hiring process.



4.18.1 Describe how placement verification is documented.

Graduate employment is documented in the CampusVue student database system and a hard copy file is maintained in the career services office for each graduating student. Placement is verified verbally with the student's employer before being entered into CampusVue. Written verification is also pursued to ensure accurate placement records. Additional verbal verification is completed by the campus support reverification team.

Student placement rates are generated in various reports and this information is discussed at weekly meetings as well as regional meetings. The results are reviewed and analyzed for trends and are used during strategic planning and evaluation sessions.

Graduate and employer surveys provide feedback to the campus about the level of satisfaction from these key stakeholders. Surveys are distributed and collected after the student's graduation/placement. The feedback received is summarized and analyzed to determine overall satisfaction levels and communicated to the campus' executive committee. The director of career services, in partnership with the academic dean and campus president, implement improvement strategies where needed. Program advisory committee feedback is also used to help measure graduate and employer satisfaction. Meeting minutes are taken and reviewed by campus leadership.

Recommendations or suggestions made by graduates or employers are considered and shared with other interested parties to determine if a recommendation or suggestion is appropriate and feasible. If so, action plans are put into place to implement changes.

4.19 Describe the process used to conduct follow-up studies for graduate and employer satisfaction surveys.

Employer Satisfaction – Employer surveys are distributed and collected after graduates are hired. The career services department tracks and summarizes the feedback, which is shared with campus administration quarterly and PAC members twice annually.

Graduate Satisfaction – Graduate surveys are distributed after a student has been placed. The career services department tracks and summarizes the feedback, which is shared with campus administration quarterly and PAC members twice annually.

4.20 Describe the programs of extracurricular activities, if any.

Student Ambassador Program: There are approximately 35 student ambassadors who, in addition to tutoring fellow students and helping at events such as orientation and graduation, also volunteer in the community. Recent activities undertaken by the ambassadors include assisting at the Mission of Arlington, organizing blood drives, and collecting school supplies for children of parents in need. Applicants must have a 3.5 CGPA, good attendance, and a recommendation from faculty to be eligible for this program.

Career Fairs: Career fairs have been held at least quarterly and will be held every other month in FY 2014. The career fairs consist of employers in the fields represented who can offer information and/or job opportunities to our students and graduates. Employers on campus include: Walgreens; M.C. Dean; Hyatt Hotels; CVS; Enterprise; Texas Health Medsynergies; Whitewave Foods; U.S. Security Associates; Rainbow Children's Clinic and U.S. Dermatology

Community Service and Relations Activities: The campus sponsors a variety of activities to encourage community service and relations by our staff and students. Recent activities include:

- Quarterly on campus blood drives through Carter Blood Centers
- Participation in the Arlington Kiwanas Circus in which medical assistant staff and students volunteered their time to assist low income families to attend the circus.
- Assistance is regularly provided to the Mission of Arlington to help them care for the homeless and underserved population.



4.21 Describe any areas needing improvement in the area of relations with students.

Plans for improving relations with students include:

- Continue to focus on student activities to promote school spirit and a sense of community.
- Increase student skills levels and library usage by continuing to offer hands-on seminars in online databases and software applications in the library.
- Add at least one computer on wheels (COW) to the campus.
- Continue with periodic round table meetings between the campus president and the students to solicit feedback and effect changes.
- Implement a student suggestion board in the student lounge where students can write their suggestions and the Campus President can reply with the action taken on the suggestion.



5. EDUCATIONAL ACTIVITIES

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, must be adequate in breadth and context to achieve it, and must produce measurable results. Another index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon good teaching and upon the ability and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff are among the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution. A third index of institutional quality is the resources available to instructors and students. In responding to the questions below, please consult Sections 3-1-500 through 3-1-544 of the *Accreditation Criteria*.

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution, but they should allow faculty time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, which addresses student-teacher ratios, number of teacher preparations, and number of teaching hours. In responding to the questions below, please consult Sections 3-2-100, 3-3-200, 3-4-200, 3-5-200, and 3-6-400 of the *Accreditation Criteria*.

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

5.1 Describe how the educational programs have been developed based on the institution's mission.

In accordance with the mission statement, Everest College staff and faculty are dedicated to providing high quality education that supports students' personal and professional career development. Quality is promoted through investment in human resources, equipment, facilities and curriculum development.

5.1.1 List each program offered and state the occupational and general objectives of the program. Provide an overview of how these programs are delivered (i.e., lecture, laboratory, self-paced instruction, distance instruction).

The programs offered have been developed with input from a number of sources including campus support center subject matter experts, employers, practitioners and faculty. All diploma programs have lecture and lab components in the majority of modules and all are delivered 100% on-ground. The Allied Health diploma programs contain an externship/clinical component as well.

Degree programs vary in the amount of lecture and laboratory required for each class. Many classes consist of all lecture. The majority of degree program courses are offered either on-ground or online.

The following programs are offered at the campus:

Electrical Technician – Diploma

The commercial and residential electrical industries are constantly evolving as new industry demands require increased skill sets. Graduates need the necessary core and specialty skills to successfully meet electrical standards and be embraced by the marketplace. Through the Electrical Technician diploma program, students will learn skills of electrical safety, tools and theory, the National Electrical Code (NEC), conduit bending, residential and commercial wiring, power distribution, advanced code concepts and motors, industrial controls, Programmable Logic Controllers (PLCs), personal development, jobsite management, fire and security alarms, voice, data, TV, signaling systems and fiber optics. Laboratory experience is an integral part of the program.

Graduates of the Electrical Technician diploma program are qualified for entry-level positions such as commercial and residential electrical technicians, preventive maintenance electrical technicians, industrial maintenance electrical technician, maintenance technician, field service technicians, and installation technicians in any manufacturing industry and market sector that has a need for electrical technicians.



Upon successful completion of all program modules, students will be awarded a diploma.

Heating, Ventilation and Air- Conditioning – Diploma

The Heating, Ventilation and Air Conditioning (HVAC) program provides students the skills required to specialize in the field of heating and air conditioning service and repair. Most areas of the world require some residential climate control, therefore basic electricity, electronic control mechanisms, air conditioning, refrigeration fundamentals, and heating systems are taught in the program.

The HVAC program consists of nine modules. Upon successful completion of all modules of the program, students will be awarded a diploma. Graduates of the program can seek employment as entry-level technicians in the heating, ventilation and air conditioning field, including Sheet Metal Fabrication, Furnace Installation and Repair, Furnace Cleaner, A/C Mechanic, and A/C Installation/Service. Intermediate and advanced positions include Electrical Heat Assembler, Heating & Air Conditioning Installation/Service, Gas Furnace Installation and Repair, Sheet Metal Mechanic, Sheet Metal Lay-Out, Sheet Metal Machine Operator, Sheet Metal Fabricator, Sheet Metal Installer, A/C Unit Tester, A/C Technician, and A/C Mechanic.

Medical Administrative Assistant – Diploma

The Medical Administrative Assistant Program is designed to prepare students for entry-level positions as medical administrative assistants in a variety of health care settings. Students learn various administrative procedures related to the medical office, including patient processing and assessment, processing medical insurance claims, bill collections, and general office procedures utilized in various medical offices. In addition to acquiring manual and hands-on administrative skills, students will acquire computer and keyboarding skills which enables them to become work with the computerized technology that is becoming more visible in the 21st century medical office environment.

The medical professionals have come to rely upon well-trained medical administrative assistants for their ability to handle managed-care insurance claims and the general financial functions of the medical office. This diploma prepares the graduate to fill entry-level positions in various medical facilities i.e. doctors' offices and medical clinics and insurance companies. Completion of the Medical Administrative Assistant Program is acknowledged by the awarding of a diploma.

Medical Assistant – Diploma

The Medical Assistant Diploma Program is designed to prepare students for entry-level positions as medical assistants in a variety of health care settings. Students learn the structure and function of the major body systems in conjunction with medical terminology, diagnostic and therapeutic procedures, computer skills, administrative processes, bookkeeping and accounting practices, and the processing of medical insurance forms and claims.

In recent years, the medical assisting profession has become indispensable to the health care field. Physicians have become more reliant on medical assistants for their front and back office skills. Medical offices and ambulatory care providers, clinics, urgent care centers and insurance providers are seeking their services.

The goal of the Medical Assistant Diploma Program is to prepare competent entry-level medical assistants in the cognitive (Working knowledge), psychomotor (skills), and affective (behavior) learning domains required and necessary to prepare them for entry level positions such as clinical or administrative assistant, medical receptionist, and medical insurance biller. This program is divided into ten learning units called modules. The first nine modules, MAINTRO through H, are classroom modules. Students are required to complete all modules, starting with a prerequisite introductory module, MAINTRO, and continuing in any sequence until all modules have been completed. If students do not complete any portion of a module, the entire module must be repeated.



Completion of the Medical Assistant Diploma program is acknowledged by the awarding of a diploma.

Medical Insurance Billing and Coding – Diploma

Medical Insurance Billing and Coding professionals perform a variety of administrative health information functions, including those associated with organizing, analyzing, and technically evaluating health insurance claim forms and coding diseases, surgeries, medical procedures, and other therapies for billing and collection.

The objective of the Medical Insurance Billing and Coding program is to provide the student with the appropriate didactic theory and hands-on skills necessary to prepare them for entry-level positions as medical insurance billers and coders in today's health care offices, clinics, and facilities. Students will study diagnostic and procedural terminology as it relates to the accurate completion of medical insurance claims. Utilizing a format of medical specialties, relevant terms will also be introduced and studied.

Pharmacy Technician – Diploma

The Pharmacy Technician diploma program provides both technical and practical training that will enable the technician upon certification, licensure or registration, to function as a competent entry-level pharmacy technician to the licensed pharmacist. The program provides the student with the basic knowledge of and practice in pharmacy calculations, drug distribution systems, and preparation of sterile dosage forms. Computer skills necessary in pharmacy practice will be utilized, and both pharmaceutical and medical terminology and anatomy and physiology are also covered. The program emphasizes theory as well as hands-on practice, followed by an externship which prepares the student for the actual work setting. Upon completion of this program, the graduate will be fully prepared to take the national pharmacy technician certification exam offered by the Pharmacy Technician Certification Board (PTCB).

Pharmacy services have expanded and grown at an accelerated rate. Pharmacy Technicians play a major role in pharmacy operations and in the overall healthcare work force. As pharmacy services continue to grow, with new services being offered, new drugs entering the market, and as comprehensive drug information becomes a necessity, the need for highly-trained pharmacy technicians increases.

Many of the traditional pharmacy functions, once performed by pharmacists, are now being performed by pharmacy technicians. Today's pharmacy technician has assumed a position which supports and enhances the progressive direction taken by pharmacy. The technician has also become the key person in assuring the smooth uninterrupted functioning of traditional pharmacy services.

Pharmacy is a dynamic field requiring an ongoing learning process. Graduates from this training program will become active participants in this growing field by exhibiting competence through knowledge and skills learned through the college.

Accounting – Associate of Science (teach-out)

Accounting is the language of business and accounting procedures and records are the basic ingredients that provide students with a broad and diverse background in professional accounting, making a variety of entry-level positions in business, industry, and governmental accounting fields available to graduates of this program.

Business Administration – Associate of Applied Science

Graduates of this program will find many careers open to them. The core of business courses provides a thorough study of the structure, function, and procedures of standard business operations. The Business Administration program prepares the student for entry-level positions, which may lead to office or departmental management.



Criminal Justice – Associate of Applied Science

The Criminal Justice program provides a broad understanding of the criminal justice system and prepares graduates for entry-level career opportunities in corrections, immigration, law enforcement, and/or security. This is not a training program for law enforcement officers.

5.2 Identify who is responsible for the following at the campus. Describe their academic and/or experiential qualifications for this position:

5.2.1 Overall administration of all academic programs.

Ms. Peggy Smith, academic dean, holds a bachelor of arts degree in psychology from Stockton State College and a master of science degree in human resources management from Amber University. She has a diverse professional portfolio that consists of over 16 years of experience in training, organizational development, human resource management, and post-secondary education. Ms. Smith has been with Everest and Corinthian Colleges, Inc. for approximately ten years while serving in an array of roles ranging from adjunct instructor, HR designate/instructor, business program chair, evening school manager, associate dean, director of career services and academic dean.

5.2.2 Administration of each academic program offered.

- Mr. Kevin Lewis is the business administration and criminal justice education chair. He holds a bachelor's degree in business administration and has over 30 years of experience in law enforcement.
- Ms. JeQuithia Sims is the pharmacy technician lead instructor and is a Registered Certified Pharmacy Technician with over 15 years of experience in field.
- Ms. Nancy Slagle-Smith is the medical assistant and medical administrative assistant education chair. She is a medical assistant with over 14 years of experience in field. She is supported by Dr. Victor Crabbe, the medical assistant and medical administrative assistant lead instructor. He holds an M.D. degree with over 15 years of experience in field.
- Mr. Michael Bookman is the electrical technician lead instructor. He is a licensed technician with over 38 years of experience in field.

5.3 Describe the role of the faculty, administration, and others in establishing the educational programs.

Program advisory committees (PACs) have been established for all programs as well. Members of the advisory committees have been selected based upon their employment experiences and current positions that are relative to the curriculum. Some advisory committees also include current student or alumni members. The advisory committees generally meet twice a year to review curricula and facilities, provide feedback relative to effectiveness of the programs in meeting industry needs and to offer information and suggestions regarding current industry trends and potential development of new programs based on the community's employment needs.

Input of instructors and administrators is also gathered through meetings, conference calls and emails with campus support teams at our campus support center. Recommended changes are typically communicated up through the education chairs to the academic dean and then to the campus support center curriculum support teams. Instructors and education chairs are also encouraged to participate in end of term and lesson plan surveys that are then reviewed by the curriculum support team.

5.4 Describe how the educational programs reflect the needs of the students and the community.

Everest College fulfills its mission by offering quality two-year programs and diploma programs that provide up-to-date training for well-established career fields as well as for the most current employment opportunities. Contacts and inquiries from local businesses, industry, and prospective students about course offerings are an indication that the campuses offerings meet the local needs. The placement of students in the community, in



locally owned and operated businesses as well as regional and national industry is further evidence that the objectives are appropriate to the needs of the area.

Contact with graduates working in the community provides feedback for determining if areas of insufficiency exist. Day and evening course offerings provide alternatives for working students as well as providing business and industry flexibility in granting employees the opportunity to attend classes to improve their skills. Year-round operation and a well-planned sequence of course offerings accommodate people in almost any employment situation or lifestyle.

5.5 How are provisions made for individual educational differences among students?

The campus provides individualized attention for its students and students are encouraged to discuss challenges and barriers with administrative staff and instructors. The education team and staff are available as resources to students with challenges that ultimately affect their ability to complete their program. Students with academic difficulties are encouraged, and at times required, to seek assistance through tutoring, advising and/or refresher sessions.

Within the classroom, course content delivery is varied to accommodate different learning styles. Instructors use a variety of instructional methods that may include lecture, group discussions, individual and group projects, video presentations, research projects, field trips, and guest speakers. Interactive learning through technology, such as SMART boards, is utilized in a number of programs. Students with documented disabilities are provided reasonable accommodations when requested.

5.6 How are the community resources utilized to enrich the programs?

Community resources are an integral part of the programs and services offered at the campus. Use of these resources is intended to serve as a means for information to flow from the community to the campus and students, as well as for increasing community awareness of our programs and students.

The director of career services, account representatives, career representatives, and education chairs/lead instructors attend community and networking events that give visibility to Everest College and our students. This helps us to bridge the gap between what we offer at the campus and what employers want in their next employee.

Field trips and guest speakers are utilized to enhance the student learning experience by providing additional insight into the field of study. The career services and academics department both provide ideas for potential speakers and field trips. Students, graduates, and program advisory committee members are also sources for ideas.

Program advisory committees are also used to solicit advice and/or assistance in the following areas:

- Curriculum review and learning resources
- Equipment/facilities recommendations
- Laboratory equipment
- Employer needs
- Externship effectiveness
- Employment/industry outlook

5.6.1 Describe how the utilization of these resources is documented.

Documentation for field trips and guest speakers is kept in a binder. Additionally, the campus will often take pictures as well as maintain copies of brochures, handouts or other literature associated with the event. Finally, the campus will also collect business cards from guest speakers or the coordinator of the local field trip event and will also send out an email thanking them for their participation.

5.7 Describe the policy on the responsibility and authority of faculty in academic governance.



The academic freedom, responsibility and governance policy recognizes and encourages each instructor's individual contribution to the organization and to the greater academic community. It supports the professional development of faculty through the commitment of financial resources in the annual budget process. Faculty input regarding textbooks, equipment needs, and course content and objectives is regularly sought during in-service and department meetings, through periodic surveys, and in annual planning and performance review processes. Additionally, faculty input is solicited when the school evaluates its effectiveness in meeting accreditation standards regarding student outcomes. The concept of academic freedom must be accompanied by an equally demanding concept of academic responsibility. Faculty members have a responsibility to the school, their profession, their students, and the community. The fundamental responsibilities of faculty members as teachers include maintenance of competence in their field of specialization and exhibition of professional competence in the classroom.

5.7.1 How was the academic governance policy communicated to the faculty?

Each faculty member is provided with a copy of the policy during the onboarding process which includes an acknowledgement that each faculty member signs indicating that they have read and understood the policy. Periodic in-services are also conducted to further evaluate and discuss this policy with both new and existing faculty. If the policy is updated, faculty are asked to sign a new acknowledgement form.

5.8 Is there a detailed syllabus on file for each course?

A standardized syllabus is on file for each course taught and adherence to accreditation and regulatory requirements is of utmost importance. Standardization helps to ensure consistency and compliance of the materials but also fosters academic freedom according to the individual instructor's teaching style and educational needs of the students.

5.8.1 How are syllabi developed?

Syllabi are initially developed as part of the program development process overseen by curriculum managers at the campus support center. This process involves research and input from a variety of subject matter experts in curriculum design, education and the industry/discipline.

5.8.2 How often are the syllabi revised?

Syllabi are used to set course objectives and expectations, describe required assignments and due dates and explain how grading is administered. Instructors distribute syllabi at the beginning of each course and review them with students to ensure understanding.

5.8.3 Describe the process for revising syllabi.

Modifications are made as needed based on changes in the industry and/or new accreditor and regulatory requirements. Any substantive changes to a syllabus, textbook or course objective must be approved by the campus support center curriculum support team.

5.8.4 How are out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

Out-of-class assignments are incorporated into the syllabi based on the type of program or course of study a student is pursuing. The information provided in the syllabi indicates that students in degree programs should plan to spend a minimum of up to two hours per day outside of class completing homework assignments as directed by the instructor. In addition, students in diploma programs will be expected to complete assigned homework and other out-of-class assignments in order to successfully meet course objectives as set forth in the course/program syllabi.

5.9 Describe any internship/externship programs, indicating name of program, procedure, and person(s) responsible for the oversight of these activities. Have both the campus and the practicum site signed an agreement outlining the arrangements of the internship/externship? Describe the contents of the agreement.



A 200-hour externship is required of all students enrolled in the following diploma programs:

- Medical Administrative Assistant
- Medical Assistant
- Medical Insurance Billing and Coding
- Pharmacy Technician

The externship coordinator is responsible for oversight of the externship activities and the education chairs and instructors are responsible to coordinate with the externship coordinator for conducting all site visits.

Potential sites are initially identified by career services staff. Prior to assigning students to a site and signing a contract/agreement, on-site reviews are conducted by appropriately qualified instructors and/or career services staff to ensure the site is appropriate and safe. Once approved, the agreement is signed by the site, the director of career services or externship administrator and the campus president. Copies of the agreements are maintained in the president's office and career services department.

The site provides the facilities to help train the extern in the practical application of training received in the classroom. The site supervisor monitors and evaluates the student's performance during the externship experience. The campus has the responsibility of ensuring that sites are available for externships, setting up a visitation schedule with the site and tracking student performance.

- 5.10 Describe the methods utilized to evaluate and revise the curricula. Identify any differences in these procedures among various programs.

All programs are periodically reviewed by the campus support curriculum team, education chairs, lead instructors, instructors, and program advisory committees. Feedback and input from these individuals, as well as from employers, graduates and students, provide a basis for the evaluation and revision of the curricula.

The education chairs meet with the instructors within their departments on a regular basis and encourage open discussion about the programs. In-services also provide a platform for instructors to share ideas and suggestions for improving instruction and educational delivery. Requests and suggestions from these meetings are communicated to curriculum support managers and are also shared with the campus president. Instructors can also provide feedback directly to curriculum support through electronic end of term and lesson plan evaluations. Depending on the recommendation, a change may be initiated at the campus level or may require campus support, regulatory and/or accreditation approval prior to implementation.

Employers and graduates are surveyed throughout the year and this information is shared with appropriate campus administration and instructors as well as regional and divisional leadership. These activities are another way in which changes can be initiated.

- 5.10.1 If advisory boards are utilized, list board members and their qualifications.

The campus maintains active program advisory committees for each program, or group of related programs. As mentioned previously, members review the curriculum; discuss industry trends and share and exchange ideas for the purpose of improving programs. Current members of the program advisory committees for each program are listed below.

Member Name	Employer	Title
Medical Administrative Assistant		
George Okolo	DFW Internal Medicine Clinic	Office Manager
Latisha Rios	Bright Stars	Office Manager
Kefser Dauti	AFDA	CEO
Medical Assistant		
Bobby Churchill	Heritage	LVN
Tan Gardner	Tarrant County Public Health	Community Health Educator



John Thomas	Parkland Hospital	Chiropractor
Medical Insurance Billing and Coding		
Mona Rogers	RJ Medical	Biller
Jessica Haynie	Respira Medical	Office Manager
Angie Teague	Metroplex	Supervisor
Pharmacy Technician		
Brandi Coursey	Forest Park Medical Center	RCPhT
Dr. Jennifer Jackson	CVS	RPh
Nick Fernandez	Pharmacy Concepts	RCPhT
Business Administration		
Peggy Masters	Comercia Bank	Consultant
Joe Schaefer	Schaefer Art Bronze	General Manager
Tommy Ladd	Schaefer Art Bronze	Operations Manager
Criminal Justice		
Jack Gariota	Arlington Police Department	Trainer
Jesse Minton	Arlington Police Department	Detective
James Greenwell	Tarrant County Medical Examiner's Office	Medical Investigator
Electrical Technician		
Chris Allaire	Shermco Industrial	Trainer
Michael Hull	City Electric Supply	Operations Supervisor
Cathy Huff	ADT	Office Manager
HVAC		
John Powviz Miramonov	Quality Duct	Manager
Shamshod Mamurov	Quality Duct	Technician
Columba Perez	PF IMPACT LLC	Manager

5.11 How was the length of each program determined?

The length of each program was initially established by the curriculum support team based upon accreditation and regulatory requirements as well as comparable program lengths at other institutions. The basic outline for determining program length includes evaluating the following factors:

- Program objectives
- The award to be granted (academic degree or diploma)
- Regulatory and accreditation requirements
- Methods of instruction
- The level of skill mastery required for entry-level employment in the field

5.12 Do any programs include training by a third party? If so, please explain.

Not Applicable.

5.13 Is licensure or other certification required for persons employed in any program areas offered?

Yes No

5.13.1 If yes, list specific skills that students will need to acquire in order to be licensed or certified and how the curriculum provides for attainment of these skills.

The pharmacy technician program provides students with basic knowledge of and practice in pharmacy calculations, drug distribution systems, preparation of sterile dosage forms, basic computer skills, pharmacology, medical terminology, and anatomy and physiology.



5.13.2 Describe any applicable examinations and the pass rate on each of these exams.

In Texas, students can first register as a pharmacy technician trainee. A pharmacy technician trainee is an individual who is registered with the board as a pharmacy technician trainee and is authorized to participate in a pharmacy's technician training program. If the student has passed the pharmacy technician certification exam offered by the Pharmacy Technician Certification Board (PTCB), the student can immediately register as a pharmacy technician. If the student doesn't pass or would like to work in the field initially, he/she can work as a trainee and then upgrade, once the PTCB exam is complete, to a pharmacy technician.

5.14 If applicable, share details on any program that requires specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved. (Include name of the program and name of the specialized agency.)

We are currently in the process of obtaining approval from the American Society of Health-System Pharmacists (ASHP) for the pharmacy technician program.

5.14.1 Explain the current status in holding such accreditation.

Not Applicable.

5.14.2 How have students been notified of this requirement and how it affects their employability following program completion?

Not Applicable.

5.15 How are appropriate course sequencing and prerequisites determined?

Sequencing and prerequisites/co-requisites are established by the curriculum support team with input from industry and academic subject matter experts and through research regarding how programs at comparable institutions sequence similar programs.

5.15.1 How is the curriculum structured to ensure an increasing level of difficulty as the student progresses?

Programs that contain coursework requiring prerequisites follow a logical progression from fundamentals to more sophisticated applications. The prerequisites support and reflect the progressive nature of the coursework.

5.16 How is the need for curriculum changes determined?

The need for curricula changes is determined through input and recommendations from a number of sources including the curriculum support team, program advisory committees, campus administration and instructors, students, graduates and employers.

The curriculum support team keeps up-to-date on trends and changes occurring within a field of study through research and interaction with industry, practitioners, educators and employers. Changes to processes or course content are communicated to education chairs in the field and feedback is encouraged. Instructors are encouraged to evaluate class materials and content and make suggestions to their education chair/lead instructor or directly to curriculum support.

Program advisory committee members review curriculum and course content at least once a year for the purpose of soliciting their input on the relevance of the materials being taught and equipment being used. Career services along with education chairs or lead instructors typically facilitate these meetings. Minutes from these meetings are shared with campus administration and they are also uploaded to the internal portal for review by other interested parties (e.g. curriculum managers).

Feedback and discussion from these meetings may lead to evaluation and revision of the educational programs. Information and feedback from employers regarding graduate preparedness upon initial employment is



solicited through periodic surveys. Graduate surveys are also utilized to determine satisfaction with the program and how well it prepared the graduate for employment. Completed surveys are maintained by the career services department and summarized on a periodic basis (at minimum, annually).

5.16.1 How are faculty members involved in curriculum evaluation and revision?

Instructors provide input regarding textbooks, equipment needs, library resources and course content and objectives through in-service and program meetings and informally through discussions with education chairs and/or the academic dean. Feedback is shared with the curriculum support team as appropriate. Instructors may also provide feedback directly to the curriculum support team by using an electronic course evaluation and/or electronic instructor lesson plan evaluation

5.16.2 How does the campus utilize follow-up studies of its graduates and employers to assist in curriculum evaluation and revision?

Graduate surveys are conducted to obtain feedback and suggestions. The returned surveys are reviewed and summarized by the career services department and the summary data is shared with campus leadership. This summary data is also included and analyzed in the campus effectiveness plan (CEP).

5.17 What curriculum changes have been made during the last three years?

Program curricula are continuously reviewed and revised to keep up with new industry developments and technology and to comply with accreditation standards and regulatory requirements. Textbooks, software and equipment are updated as needed and appropriate.

Within the last three years the medical assisting (AAS) program has been taught out. Additional changes that have occurred over the years include the following:

- Heating, ventilation and air conditioning diploma program was approved for a name change.
- Medical assistant diploma program adopted a new curriculum.
- All syllabi have been revised to comply with new USDE requirements. Disclosure of out-of-class assignments and study requirements were added and estimated time that students are expected to spend on various required activities were also incorporated into the syllabi.
- Career services touch-point workshops have been developed and implemented to help students realize the value of their education and reinforce the reason they decided to attend school. Workshop topics focus on professionalism, job searches, resume writing and job interviewing.
- All allied health programs have had the CPR exam updated to comply with new American Heart Association requirements.
- The majority of allied health programs had an additional 40 hours of externship added to their programs.
- Claim Gear software was introduced in the medical assistant, and medical administrative assistant programs.
- Implementation of electronic health record curriculum for allied health programs.
- All linear/degree programs have adopted new textbook editions and include SMART boards in the majority of the classrooms.

5.17.1 What changes are contemplated for the next three years?

Changes contemplated for the next three years include:

- Programmatic accreditation for the pharmacy technician program through the American Society of Health-System Pharmacists (ASHP). Our target approval date is February 2014.
- Expansion of technology in the classrooms to enhance content delivery.
- Launch of the community GED program.
- Replacing the medisoft software with claimgear.
- Implementing EMR into the medical assistant and medical administrative assistant programs



- 5.18 How does the campus determine the appropriate allocation of contact time among lecture, laboratory, and intern/externship activities?

In addition to adhering to accreditation and regulatory requirements, allocation of contact time among lecture, laboratory, and intern/externship activities is established through recommendations of field, education and curriculum specialists. Entry-level employment expectations are also a factor in determining the appropriate allocation.

The required number of contact hours for each course, including how the hours are allocated, is communicated to academic administration and instructors through training, program manuals and syllabi. The academic dean, with assistance from education chairs and the registrar, develops a course offering schedule and through classroom observations and monitoring of breaks, they ensure that the appropriate contact hours are being met. For externships, hours are monitored using weekly timecards that are signed by the student and the site and submitted to the career services department.

In addition to the classroom and laboratory hours, students are expected to complete assigned homework and other out-of-class assignments in order to successfully meet course objectives as set forth in the course syllabus.

- 5.18.1 How does the campus monitor the number of contact hours completed for each course?

The academic dean and the education chairs work together to schedule classes each term, paying close attention to the required contact hours. The time allocation is monitored as a part of the classroom evaluation process to ensure the correct amount of contact time between lecture and hands-on experiences reflects the credit awarded for that particular class.

- 5.19 What are the procedures for developing the application of the U.S. Department of Education's definition of a credit hour (as required in Section 2-2-503 of the *Accreditation Criteria*)?

Everest awards credit in the form of quarter credits. One quarter credit is equivalent to a minimum of 10 clock hours of theory or lecture instruction, a minimum of 20 clock hours of supervised laboratory instruction, or a minimum of 30 clock hours of externship/internship practice.

- 5.19.1 Where are the procedures published?

Procedures are published on page four of the catalog.

- 5.20 How does the campus determine the appropriate scheduling of classes in relationship to the needs of the students?

The campus endeavors to keep students enrolled in the desired number of courses and in a timeframe that allows students to complete their program of study on a timely basis. Classes are offered in morning, afternoon and evening sessions, but not all courses may be available during each session, each term. Students unable to find desirable class offerings may choose online or consortium options. Course offerings are vetted by the education chairs and aligned in a wheel format to meet the individual cohort needs.

- 5.21 If applicable, describe the method used to evaluate and award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences.

Students may earn credit for life experience through the prior learning assessment program. This program is designed to translate personal and professional experiences into academic credit. Procedures for applying for credit through experiential learning are available in the academic dean's office.

INSTRUCTION AND FACULTY

In responding to the questions below, please consult Section 3-2-200, 3-3-300, 3-4-300, 3-5-300, and 3-6-500 of the Accreditation Criteria.

- 5.22 Describe how physical facilities, equipment, and resources are used to enhance classroom instruction.



The physical facilities of the campus have been specifically constructed for the educational programs offered. Students are provided with a clean, comfortable, well-lit, safe and educationally appropriate atmosphere. Classrooms and labs have ample space, equipment and supplies to accommodate the student enrollment and promote the achievement of educational objectives. The facility, equipment, furniture and supplies are monitored continually by academic administration, instructors and campus administration to ensure timely maintenance, updates and replacements as needed.

Many classrooms are equipped with presentation technology that includes a computer and a CD/DVD/VHS player. Wireless internet connection is available in all classrooms. Several classrooms are equipped with SMART boards to encourage an interactive educational experience.

The library has 10 computers for student use, as well a copy machine and printer. The library offers all students access to supplemental resources they can use for research, reference, homework assignments, projects and expanding their exposure and knowledge of a topic or discipline. The library provides both on-ground materials and a collection of online resources and databases that can be accessed from any internet-connected computer.

- 5.23 How are learning materials selected? Describe how instructional procedures and materials are evaluated to determine their effectiveness.

The majority of instructional procedures and materials are selected as part of the curriculum development and revision process overseen by the curriculum support team at campus support. This process involves input from education, curriculum and field professionals, PAC members, as well as consideration of accreditor and U.S.D.E. requirements.

At the campus level, instructors exercise their academic freedom by supplementing primary course materials with additional resources based on their experience and background. It is expected that instructors will enhance the coursework with their own examples, cases, and discussion content.

Evaluating the effectiveness of learning materials is an ongoing process. Students provide input through periodic course evaluations and semi-annual surveys of campus operations. Instructors provide input through voluntary online evaluations that are reviewed by the curriculum support team. In addition, instructors, academic administration and other campus administrators provide input and suggestions during department meetings and in-services and through open communication with the curriculum support team and other campus support departments. Program advisory committee members also provide input to the campus based on their knowledge and experience in the field.

While some changes and additions to procedures and materials may be implemented locally, more significant changes require campus support approval. Significant changes are generally implemented uniformly across all CCI institutions.

- 5.24 Describe how the campus ensures that students have access to appropriate learning materials (e.g., textbooks, laboratory equipment).

The campus maintains an inventory of appropriate textbooks and supplies to ensure that each student has access to approved books and educational materials. Students are issued required textbooks and educational materials at the appropriate, predetermined time.

The library maintains copies of reference materials, online and on-ground supplemental resources and other learning materials and equipment (e.g. computers and copiers) for use by students. The library is open for student use approximately 57 hours per week.

Class sizes are limited to ensure that each student has appropriate access to laboratory and classroom resources and equipment.

- 5.25 Describe how the campus ensures that it maintains appropriate licenses for computer software and how it ensures compliance with copyright laws.



Programs may not be installed on computers without proper authorization. The campus employs a network administrator who is responsible for downloading approved software. Licenses for computer software are maintained by the campus support center and copies are available for the campus. The campus has an official copyright policy which is posted in the student learning center and above the copy machines in other areas to ensure that all users are aware of the policy and are not in violation.

5.26 Who is responsible for faculty orientation?

Primary responsibility for orienting new instructors to the campus lies with the HR designate, education chairs, lead instructors, and/or the academic dean.

5.26.1 Describe the orientation of the faculty to the campus.

New instructors complete a new employee orientation program that introduces them to Everest and CCI and explains job descriptions, policies and expectations. Portions of the orientation are conducted online and other portions are conducted by the HR designate, education chair, academic dean and/or campus leadership. All new instructors also attend “Inspire!” workshops that focus on classroom management, teaching techniques and the needs of the adult learner.

5.27 How does the administration determine the qualifications of a faculty member to teach a particular course?

All instructors must meet the minimum requirements of the ACICS Criteria for the program and credential level for which they are being considered. Prior to being considered for a teaching position, each applicant’s resume, educational transcripts, licenses/certifications and/or practical experience are reviewed and evaluated at the campus and campus support center. ACICS requirements and the particular course(s) the potential instructor will teach are taken into consideration.

5.27.1 Describe qualifications of non-degreed teachers for the subjects they teach.

Instructors teaching in diploma programs are required to have training, certification/licensure and/or work experience in the subject matter they teach.

5.27.2 How are the qualifications documented?

Evidence of each instructor’s qualifications, which may include official transcripts, copies of licenses/certification and resume, is maintained in the instructor’s academic file.

5.28 Describe the procedure for collecting official transcripts, for qualifying credentials and/or those listed in the catalog, for faculty members.

Before an offer of employment is made, potential instructors are requested to bring in unofficial transcripts that can be reviewed and evaluated. Once the instructor is approved for employment, the instructor is required to complete a transcript request to obtain official transcripts.

5.28.1 If there are faculty members whose official transcripts are not on file, document what efforts are being made to obtain them. Please include any unique circumstances that may impact the ability to obtain such transcripts (such as political instability, institution closing, etc.).

Official transcripts for instructors are expected to be received within four weeks of employment and placed in the instructor’s academic file. Failure to secure official transcripts by the end of the first term of employment may result in termination.

5.29 In what ways does the campus evaluate instruction?

Instruction is evaluated formally and informally by students and administration. Students complete periodic evaluations of their courses and instructors as part of the formal classroom evaluation process. Students also express their opinions regarding the quality of instruction as a part of the semiannual student survey of campus



operations (WAVE Surveys). Graduates from the programs may also express their opinions on their educational experience as part of graduate survey initiatives.

Formal reviews of full-time instructor's performance are conducted annually by the instructor's education chair or academic dean. Objectives and methods for improvement are determined, with implementation and evaluative follow-up.

All instructors are periodically observed in the classroom by the education chair, the academic dean, or other designated instructor/staff member to help assess instructor performance with respect to course presentation, methods of delivery and means of relating to students. The results of the classroom observation are then discussed with the individual instructor and the original form is placed in the instructor's academic file. The data gathered through this process are analyzed and considered during instructor development planning.

5.29.1 What systematic processes are in place to enhance and promote teaching effectiveness?

Annual instructor professional development is a requirement to help ensure that instructors keep current with teaching methodologies, new technology and changes in their respective field(s). All instructors must participate in periodic in-service sessions and "Inspire!" workshops and complete a minimum of one professional growth activity each year.

5.30 What is the system in place to ensure that annual faculty development plans are on file for each member of the faculty and signed by the faculty member and his/her supervisor?

Each faculty member is required to complete his/her development plan. The plan is then reviewed and discussed with the academic dean. Necessary corrections and amendments are then made.

5.30.1 How are the activities on the plan determined? How does the campus ensure that the plans are individualized for each faculty member?

All faculty members, with input from the academic dean, are required to establish and implement a professional development plan on an annual basis. Activities of the plan are determined based on the instructor's experience, goals and performance. All instructors must complete both in-service and professional growth activities. Each faculty member tailors their plan to their individual needs to make them a better instructor and keep up with their prospective industry.

5.30.2 How is the plan implemented?

Plans are implemented on a calendar year basis. Instructors who are hired mid-way through the year will only have a partial-year plan on file. Plans are periodically reviewed and updated and instructors are encouraged to provide documentation of completed activities as they occur. At the end of each plan year, documentation of all completed activities is obtained and kept with the plan.

5.30.3 How often is the plan reviewed?

Plans are periodically reviewed and updated and instructors are encouraged to provide documentation of completed activities as they occur.

5.31 Describe how the campus ensures that all faculty complete development plans.

All instructors are required to complete a faculty development plan in consultation with their education chair or academic dean. New instructors establish a plan upon hire and continuing instructors establish new plans annually. At minimum, the plans are reviewed annually.

5.31.1 How are the activities documented by the campus?

Instructors are encouraged to provide documentation as activities are completed, but at minimum, evidence of completed activities is obtained and documented in the instructor's academic file at the end of each plan year.



- 5.32 Describe the program of in-service training for the improvement of instruction and curriculum.

Everest College sponsors or solicits the sponsorship of periodic in-service activities designed to improve its instructors' teaching abilities and curriculum on appropriate topics such as instructional methodologies and new educational media. Upcoming in-services are planned to address relevant topics of interest to faculty members.

- 5.32.1 List the schedule for the next 12 months.

2/1/14 - Motivating The Adult Learner

3/26/14 - Emotional Intelligence Quotient (EQ)

4/24/14 - Classroom Management Principles

5/23/14 - Collaborative Learning Techniques

- 5.33 Describe how the administration documents professional growth for full- and part-time faculty members.

Instructors are encouraged to provide documentation as activities are completed, but at minimum, evidence of completed activities is obtained and documented in the instructor's academic file at the end of each plan year. Examples of documentation may include a certificate of attendance or completion, transcript or grade report for continuing education, copy of certification/license renewal, print-out of online training open courseware completed and/or copies of materials from a conference or workshop attended.

- 5.34 Describe the frequency, content, and documentation of faculty meetings.

The academics department participates in a variety of meetings: in-service training, program-specific meetings and academics departmental meetings.

In-Service Training

Under the direction of the academic dean, four formal in-service training sessions are scheduled during the year. In-service training includes seminars on teaching techniques, student motivation strategies, classroom technology and other related subjects of importance to help instructors achieve the highest quality of instruction and student service.

Instructors may also be asked to share specific experiences and best practices. In-service attendance and content/minutes are maintained by the academic dean and certificates of attendance are maintained in instructors' academic files.

Program Specific Meetings

Departmental faculty meetings are typically facilitated by the education chair or lead instructor for the program. Meetings are conducted on a regular basis and typically include retention and attendance results from the term, discussion of what improvements are needed in the program, review of new initiatives, policies and/or procedures, open discussion to share ideas, best practices and requests for materials or resources. Other meetings may be scheduled as necessary throughout the year based on updated program curriculum/policies or other changes that require immediate communication and/or action.

Academics Departmental Meetings

These meetings are typically held monthly. Meetings are conducted by the academic dean, or designee. Topics include academic and campus policies and procedures, internal and accreditor compliance and retention and attendance strategies. The objective of these meetings is to disseminate important information, obtain instructor feedback, and clarify any issues brought forth by the instructors.

- 5.35 Describe the plans for ongoing improvement in curriculum and faculty.

Both curriculum and instructional effectiveness are regularly evaluated through formal processes including graduate surveys, employer surveys, program advisory committee meetings and student surveys. Feedback is



evaluated by the education chair and academic dean. The education chair or academic dean shares this information with individuals at the campus support center for consideration and approval.

All instructors are required to complete professional development activities throughout the year in order to stay current in educational and professional developments. Faculty development plans will continue to be used and monitored to ensure ongoing improvement for instructors.

- 5.36 What are the normal teaching loads, number of field preparations, and number of subject preparations for full-time and part-time instructors at the campus?

The normal teaching load for full-time modular instructors is 40 contact hours per week. Part-time instructors teach 20 contact hours per week. Education chairs and lead instructors may also be required to teach one or two courses/mod per term.

For the linear programs, the normal teaching load for experienced adjunct instructors may be scheduled to teach up to four courses per quarter. Field preparations are limited to three or less and are generally kept to one or two. Subject preparations are limited to four or less during any given term. The education chair may also teach up to four courses per quarter.

- 5.37 What is the student-teacher ratio, for each program area, at the campus?

The student-teacher ratio for the campus is 16:1.

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREE INSTITUTIONS

- 5.38 Describe how the general education courses offered by the campus contribute to the development of the student.

The general education courses offered by the campus satisfy the minimum requirements for the associate's degrees. The general education courses broaden the student's capacity to understand the society in which they live and to interact in a wide variety of personal and job settings.

- 5.38.1 Cite examples:

- In the basic critical thinking course, students enhance their reasoning and problem-solving skills when learning to dissect arguments on a variety of topics, to identify any fallacies, and to reconstruct poor arguments.
- In composition I and II, they learn to improve the clarity and grammatical correctness of their writing while imposing unity and coherence on their ideas and supporting materials.
- In oral communications, students improve their ability to organize and present ideas and information that they tailor to specific listeners and to commonly encountered situations.
- In the college algebra and course, students apply the mathematical concepts they learn to everyday concerns such as credit card interest and thus become more knowledgeable consumers of credit.
- General psychology students gain insight into human development and personality, the different approaches of the fields, and the kinds of professional help available. Emphasis is placed on understanding stress, identifying negative coping mechanisms, and learning good stress management techniques.

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

- 5.39 Describe how part-time faculty are utilized by the campus.

Part-time instructors are an integral part of the academics department. Many part-time instructors are working concurrently in their field and are able to incorporate this experience into classroom and laboratory learning.



5.39.1 What percentage of the faculty is part-time?

Currently, approximately 40% of the instructors are part-time/adjunct.

5.39.2 Describe the procedures for evaluation and monitoring of part-time faculty.

Part-time instructors are evaluated through student evaluations, classroom observations and assessment of their professional development activities.

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

5.40 What percent of those subjects which are part of academic associate's, bachelor's, and/or master's degree programs are taught by faculty members possessing advanced degrees as required in the Accreditation Criteria?

Approximately 95% of all degree subjects are taught by instructors with advanced degrees.

5.40.1 Describe the efforts to recruit and retain qualified faculty members.

Recruitment of instructors is done through employee referrals, program advisory committee referrals and general recruitment activities through online job boards. Instructor retention begins with effectively orienting, training, and mentoring new instructors. Education chairs work closely with new instructors to ensure their success. Monthly in-class observations are completed by the academic administration. Students are also required to complete evaluations of their courses and instructors at the end of each term. If areas of improvement are identified through the various evaluations conducted, appropriate coaching is provided and specific developmental activities may be required.

5.41 What evidence is available to indicate that the members of the faculty are teaching courses which are based on their major and minor academic preparation and related experience?

Each degree instructor's academic file contains official transcript(s) documenting the courses within the major and minor fields of study for that instructor. In addition, the academic file contains a resume detailing work experience and other information related to the life and work experiences of the individual. Other documents may include professional credentials, certifications, and licensure.

5.41.1 If any faculty members teach a course outside of their academic major or minor, list their names and describe for each, how the administration determined their qualifications to teach their assigned subject(s). How are the qualifications documented?

Not Applicable.

5.42 Describe how the campus ensures that there is sufficient enrollment in the second year of a two-year program or upper division courses in baccalaureate degree programs.

Students enrolled in an associate's degree program are advised regarding the sequence of courses offered through the duration of their course of study. Each year a schedule is designed that reflects the courses needed for students at various stages in their program to ensure that adequate courses across the upper and lower division levels are offered to satisfy student needs. An assessment of students entering their second year is reviewed and included as schedules are developed within the overall scope of the master schedule of classes that each program provides to their students during the initial orientation at the beginning of each term.



6. EDUCATIONAL FACILITIES

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curriculum, faculty, and students. In responding to the questions below, please consult Sections 3-1-600 through 3-1-602 of the *Accreditation Criteria*.

6.1 Describe how the buildings, classrooms, equipment, furniture, and surroundings meet the needs of the campus in size and scope.

Everest College is conveniently located near the six flags mall, at the division street exit from U.S. highway 360. The campus has over 51,500 square feet containing 22 classrooms, medical assisting laboratories, electrical technician and heating, ventilation and air conditioning (HVAC) laboratory rooms, lecture rooms, administrative offices, student lounge, restrooms and a library containing computers, reference and reading materials related to the academic programs. Several classrooms are designed and equipped for laboratory instruction. Equipment used for training includes: personal computers, SmartBoards, printers, and medical laboratory equipment such as autoclave, microscopes, manikins, sphygmomanometers, and EKG machines. Equipment for the pharmacy technician program also includes two Laminar Flo Hoods. Equipment for the HVAC program includes welding equipment, AC units and other materials used to teach the HVAC material. The electrical technician program includes wiring and pipe bending equipment.

Everest College moved to its current facilities in late 2009. This campus, the facilities it occupies and the equipment it uses comply with all federal, state and local ordinances and regulations, including those related to fire safety, building safety and health.

6.1.1 Describe how the facility in compliance with all applicable federal, state, and local codes for occupancy and safety?

Federal, state and local licenses and certificates are displayed in the main lobby area that display the name of the agency as well as the dates identifying that the facility is in compliance with required occupancy codes.

6.2 Does the campus utilize a campus addition or additional space?

Yes No

6.2.1 If yes, describe these locations.

6.3 Describe any plans to improve the physical plant and equipment.

While the facilities and equipment are constantly being assessed to determine what improvements can be made to better serve students, present plans call for:

- Building a simulated housing structure for electrical technician and heating, ventilation and air-conditioning students to implement their classroom learning in a lab setting that combines skills from both programs.
- Converting a classroom into a crime scene classroom for Criminal Justice program.



7. PUBLICATIONS

It is important that an institution recognize the value of "truth in advertising" when promoting its operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and must reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft. In responding to the questions below, please consult Sections 3-1-700 through 3-1-703 and Appendix C of the *Accreditation Criteria*.

7.1 Describe how the catalog reflects the educational programs, operations, and services.

The catalog contains specific sections information about admissions requirements, educational program descriptions, satisfactory academic progress, administrative policies, financial aid and refund policies and student services available to students.

7.1.1 How often is the catalog published?

The catalog is typically published once every two years. A catalog addendum is issued as changes occur between reprints.

7.2 How does the campus ensure that all enrolled students receive a copy of the campus catalog?

Students receive a copy of the catalog and addendum during the enrollment process and confirm receipt by signing a disclosure. The catalog is reviewed during the admissions process and further referenced during orientation activities with new students and with re-entering students as part of their formal re-enrollment and financial aid processing.

7.2.1 What other publications are provided to enrolled students?

During orientation, students receive an Everest folder with collateral materials relating to the student's educational program.

7.3 Describe the advertising and promotional literature.

Advertising is done through various outlets including television, newspaper, direct mail, the local telephone book, the Internet, and local high school workshops. Print materials include brochures and flyers. The campus support center marketing department creates, produces, and schedules advertising. The advertisements and literature focus on academic programs, career options, and student services. All of the advertising and promotion material produced for the campus is accurate and adheres to ethical practices in advertising.

7.4 Describe any plans for changes in publications.

The catalog is regularly updated with addenda in order to remain current and comply with state, federal and accreditation requirements. Advertising and promotional literature is also updated on a regular basis to ensure accuracy and compliance.

7.5 If applicable, describe how the courses are numbered and identified in the catalog to indicate that advance work is offered and based upon the appropriate prerequisites.

Degree courses in this catalog are identified by prefixes and number. The lower division degree courses are numbered as 1000 or 2000. The letters that accompany the numbering system refer to the course subject matter, such as MAN = Management. The numbers that follow the course prefix increase in sequence to indicate a more in-depth and complex level of the particular subject area.

Modular program courses are identified through the use of an identification system that is meant to distinguish between individual courses. It does not represent increasing levels of subject content since the courses are part of a non-degree training program.



7.5.1 How does the catalog explain the course numbering system?

The numbering system is explained on page 53 of the current catalog, just before the course descriptions section for degree programs.

7.6 If applicable, describe how and where the catalog identifies the general education courses required in a program.

All required general education courses are listed separately within each program outline in the catalog. The general education courses are identified by course number, title and quarter credits.

7.7 Describe the published performance information concerning student achievement.

The campus publishes program disclosures in compliance with federal regulations. The disclosure information includes the following for each program offered (as applicable):

- Cost to students
- On-Time completion rates
- Placement rates
- Median loan debt

The disclosures also include definitions of how the various rates were calculated and for what time periods.

7.7.1 Where is the campus performance achievement information published?

Campus performance achievement information is published in the school's catalog or catalog addendum and on the school's website at http://www.everest.edu/campus/mid_cities or at <http://www.everest.edu/disclosures>.



8. LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational program. The effectiveness of the library or learning resource center is of the utmost importance for institutions. Its collections should be appropriate and adequate to support the educational programs. They should be used by both students and faculty. The library or learning resource center should be organized with the educational needs of the particular institution in mind. The acquisition of materials should reflect the changing and developing trends of the business and technical world. In responding to the questions below, please consult Sections 3-1-800, 3-2-200, 3-3-400, 3-4-400, 3-5-400, and 3-6-700 of the *Accreditation Criteria*.

FOR ALL INSTITUTIONS

8.1 Explain how the instructional resources serve the needs of the educational programs.

Everest College utilizes a variety of instructional resources which serves the needs of students. These resources include videos, audio-visual aids, computer software and SMART Boards. The campus continuously evaluates new materials on the market and the needs of the students and programs. When additions or updates are deemed appropriate, requests are submitted to the campus president. These requests are evaluated and when possible, approved immediately. Capital purchase requests must be submitted to campus support for approval.

Instructors work in partnership with the librarian to obtain supplemental instructional materials that meet the needs and requirements of the students. Program advisory committee recommendations are also taken into consideration. The library supports the curriculum and provides information for students, instructors and staff through information and reference materials available on-ground and through online access of the library information resources network (LIRN) and periodicals. The librarian also holds workshops for classes where he explains the LIRN system and teaches researching skills.

8.1.1 Describe any contracts or agreements with outside libraries or resource centers.

Not Applicable.

8.2 Briefly describe the physical and/or online holdings of the campus. (For online holdings, list the full-text databases in which the library maintains active subscriptions.)

Physical

The library has approximately 1,100 holdings and periodicals to satisfy the needs of our students in each program.

Online

The library's online resources are available to students and faculty both on campus and at remote locations. Students have access to online resources that complement the programs and courses offered by the institution.

The students and faculty can access all online resources through the library webpage (<http://opac.libraryworld.com/opac/signin.php>), no password required.

The campus is a member and subscriber to the Library Information Resource Network (LIRN) that provides online products from large content database vendors such as Thomson Gale (InfoTrac) and ProQuest (ABI Inform). In addition, the library purchases shared eBook collections (NetLibrary) from the Online Computer Library Center (OCLC).

Examples of full-text databases provided by these vendors are listed below:

InfoTrac

- Academic OneFile
- Business and Company Resource Center with PROMPT and Newsletters
- Computer Database



- Custom Newspapers
- Expanded Academic ASAP
- Gale Virtual Reference Library
- General Business File ASAP
- Health Reference Center Academic
- Health and Wellness Resource Center and Alternative Health Module
- InfoTrac Criminal Justice Collection
- InfoTrac OneFile
- LegalTrac
- Literature Resource Center
- Newsletters ASAP
- Opposing Viewpoints Resource Center

Recent Additions

- Agriculture Collection
- Business Economics and Theory Collection
- Communications and Mass Media Collection
- Criminal Justice Collection
- Culinary Arts Collection
- Environmental Studies and Policy Collection
- Fine Arts and Music Collection
- Gardening, Landscape and Horticulture Collection
- Home Improvement Collection
- Nursing and Allied Health Collection
- Popular Magazines
- Psychology Collection
- Tourism, Hospitality and Leisure Collection

ProQuest

- ABI/INFORM Dateline
- ABI/INFORM Global
- ABI/INFORM Trade & Industry
- National Newspaper Abstracts
- Nursing and Allied Health
 - Evidence-Based Resources from the Joanna Briggs Institute
 - ProQuest Nursing & Allied Health Source
- ProQuest Health and Medicine Complete
- ProQuest Psychology Journals
- ProQuest Research Library
 - Research Library Core
 - Arts Module
 - Business Module
 - Children's Module
 - Education Module
 - General Interest Module
 - Health Module
 - Humanities Module
 - International Module
 - Law Module
 - Military Module
 - Multicultural Module



- Psychology Module
- Sciences Module
- Social Science Module

- 8.3 Explain how the quantity and quality of instructional resources are appropriate for the size and scope of the campus.

The library is conveniently located at the student entrance in the main campus building. The library is contained in a space of approximately 1,000 square feet with approximately 300 linear feet devoted to shelving the reference, circulation, and periodicals. The library is fully carpeted, has central heat and air-conditioning, is well lit and is equipped with a sprinkler system to minimize losses.

The library has five library study tables and seating for 33 people. Students have access to 10 computers and a printer/copier to facilitate research.

The library has approximately 1,100 titles of hardbound and soft cover books. As new information becomes available and instructors' requests for new books increase, our collection steadily increases.

The library has approximately 23 periodical titles; In addition, numerous academic journals, newspapers and trade publications may be accessed through the library's online databases. The library has approximately 6 periodical titles related to the business and general education programs, 7 titles related to allied health, 3 directly related to pharmacy technician, 5 related to HVAC and electrical technician, and 3 related to criminal justice. Students also have access to over 20,000 article databases through our LIRN subscription.

The library offers a suitable array of online products from InfoTrac and ProQuest. Students have access to a range of online databases that are full-text and accessible from the campus, home or work. Students also have access to a library webpage that offers specific information with regard to programs taught at Everest, career and scholarship news, and an area where students can obtain tutoring assistance, study skills tips, and interactive tutorials.

- 8.4 Explain how reference materials and periodicals are organized for easy usage and preservation.

The collection is organized according to the Dewey Decimal classification system by program. The periodicals are arranged by program as well.

The library catalogs all its titles according to the Anglo-American Cataloging Rules (AACR2) published by the American Library Association. Most of the cataloging is downloaded from the Library of Congress within Library World; however, some original cataloging is done by the librarian.

- 8.5 Who is responsible for developing and maintaining an up-to-date inventory of instructional resources?

The individual responsible for maintaining up-to-date inventory of instructional resources is the librarian, Ms. Dina Peller. Ms. Peller holds a masters of library science from Texas Woman's University and has been employed at Everest for seven years. Ms. Peller is in constant communication with campus support center librarian to assure compliance with library requirements and to continually improve the offerings of the library.

- 8.6 What is the budget for instructional resources (excluding personnel allocations)?

Yes, there is a budget for instructional resources, and for FY2014 that amount is \$20,000. The amount budgeted for library acquisitions depends on a number of factors including but not limited to new programs being offered, current and projected student enrollment, and type of media being considered for purchase.

- 8.6.1 How is the budget determined?

Approximately 1% of the total tuition revenue is currently devoted to the library.

- 8.7 Describe the assessment strategy for library resources and information services.



The assessment strategy for our library resources are determined based on the needs of our programs. Faculty has input in the resources to enhance the curriculum and the student experience of our student population. The corporate librarian has input in the selection as well.

- 8.8 Describe the training for students and faculty to utilize library resources as a part of the learning process.

The librarian and assistant librarian hold library training sessions for students every new term to familiarize the students with the LIRN and the library in general. In addition, faculty attends LIRN training and library training.

- 8.9 Describe the facility where library and instructional resources are held.

The library is conveniently located at the student entrance in the main campus building. The library is contained in a space of approximately 1,000 square feet with approximately 300 linear feet devoted to shelving the reference, circulation, and periodicals. The library is fully carpeted, has central heat and air conditioning, is well lit and is equipped with a sprinkler system to minimize losses.

The library has five library study tables and seating for 33 people. Students have access to 10 computers and a printer/copier to facilitate research.

The library has approximately 1,100 titles of hardbound and soft cover books. As new information becomes available and instructors' requests for new books increase, our collection steadily increases.

- 8.10 Describe any plans for improving instructional resources.

Plans for improvements to the library include:

- Increasing the holdings of instructional DVDs
- Increasing the research skills of, and library usage by, students and faculty through general and program-specific in-class library orientation and information literacy presentations
- Increasing number of computers for student use
- Bundle by program and place on the library webpage a series of links to program-related online resources such as governmental agencies, professional associations, and interactive tutorials.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

- 8.11 Who is responsible for assisting students and faculty in the use of the library during posted library hours? If the individual is professionally trained, describe these qualifications.

Ms. Dina Peller is the librarian for the campus and has been with Everest for seven years. Ms. Peller holds a master of library science degree from Texas Woman's University.

- 8.11.1 If there are library assistants describe how these individuals are trained to assist students and faculty.

The campus also employs four (4) federal work studies who work 20 hours per week in the library. All of the federal work study student employees have also been trained on the primary aspects of the library operations and on the on-ground and online resources available to students. Documentation of their training is maintained in a binder in the library.

- 8.12 Explain how the instructional resources serve the needs of the educational programs.

The institutional resources are selected based on recommendation of faculty, advisory meetings who point out the needs of our students and what resources we need to provide to our students to be effective for their educational experience

- 8.12.1 How does the campus determine which reference works are acquired?



The librarian, in collaboration with faculty and our corporate librarian, determines what books should be purchased. Discussions are made with the campus president who makes the final decision about purchasing new materials.

8.13 What percentage of total tuition revenue is spent for library acquisitions?

The amount budgeted for library acquisitions depends on a number of factors including, but not limited to, new programs being offered, current and projected student enrollment, and type of media being considered for purchase. Approximately 1% of the total tuition revenue is currently budgeted for library resources.

8.14 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels?

The annual allotment for materials purchased, including books, DVDs, periodicals, e-books, and database subscription has been fairly steady over the past three years. The resources are more than adequate to meet the needs of our current student population. Each program, along with reference and general education materials, is reviewed to ensure that sufficient resources are available for students and instructors. In the fall of 2013, the complete electrical technician and HVAC libraries were updated with the most recent periodicals. The allied health programs are regularly updated with the newest releases of various medical standard periodicals.

8.14.1 Explain.

The annual allotment for materials purchased, including books, periodicals, e-books, and database subscription has been consistent over the past three years. The resources are more than adequate to meet the needs of our current student population. Each program, along with reference and general education materials, is reviewed to ensure that sufficient resources are available for students and instructors.

8.15 Explain how reference materials and periodicals are organized for easy usage and preservation.

The collection is organized according to the Dewey Decimal classification system by program. The periodicals are arranged by program as well.

The library catalogs all its titles according to the Anglo-American Cataloging Rules (AACR2) published by the American Library Association. Most of the cataloging is downloaded from the Library of Congress within Library World; however, some original cataloging is done by the librarian.

8.16 How does the campus provide physical and/or online resources necessary to make the educational program(s) effective?

The campus has the library available to our students for 57 hours per week. In addition the online resources are available to the students from any computer at home or here. We have 10 computers available to our students to do their research. In addition we have more resources in our classrooms that they are able to use.

8.17 Describe the physical and online library resources, including information about the

8.17.1 Total number of physical volumes

The library has approximately 1,100 titles of hardbound and soft-cover books, videocassettes, and DVDs. The total number of volumes has declined somewhat as older materials were removed from the collection and new materials were added to the eBook collection. The eBook collection, which is created by professional academic selectors, has approximately 34,429 volumes and is made up of 80% academic titles and 20% titles that may be found in a public library.

8.17.2 Total number of online collections available

We have a total of 17 databases available to our students and films on demand allied health module.

8.17.3 Number of titles and/or online collections related to each program offering

Business/Accounting: Approximately 117 titles, 7 Databases



Medical Assistant/MAA/Pharmacy Technician: Approximately 167 titles, 6 Databases

Criminal Justice: Approximately 268 titles, 4 Databases

Electrical Technician: 12 titles shelved, additional resources through eLibrary database

HVAC: 49 titles shelved, additional resources through eLibrary database

8.17.4 Number of titles and/or online collections related to general education courses taught

The general education collection comprises approximately 700 titles in print and 7,000 titles electronically.

8.17.5 Number of program-related periodicals to which the institution currently subscribes

The library has approximately 6 periodical titles related to the business and general education programs, 7 titles related to allied health, 3 directly related to pharmacy technician, 5 related to HVAC and electrical technician, and 3 related to criminal justice. Students also have access to over 20,000 article databases through our LIRN subscription.

8.17.6 Number of other periodicals available

Not Applicable.

8.18 Describe the library's procedures regarding student borrowing and return of materials.

Students may check out books for a period of 10 days. Books may be renewed unless another student or instructor requests the material. The daily fine for overdue books is .25 cents per day per item. Students are charged the replacement value for any non-returned or damaged items.

8.19 Describe how online resources, if any, are made available to students.

The students and faculty can access all online resources through the library webpage (<http://opac.libraryworld.com/opac/signin.php>), no password required. As well as the resources at www.learningresources.everest.edu.

The campus is a member and subscriber to the Library Information Resource Network (LIRN) that provides online products from large content database vendors such as Thomson Gale (InfoTrac) and ProQuest (ABI Inform). The library also subscribes to databases provided by Britannica Encyclopedia, Commerce Clearing House (CCH), Thomson West (Westlaw), Lexis/Nexis, and Magill (Medical Guide). In addition, the library purchases shared eBook collections (NetLibrary) from the Online Computer Library Center (OCLC).

8.20 Describe how the campus monitors student usage of the library and instructional resources?

The campus library is available to the students 57 hours per week. Each student is required to sign in and out when using the library. The library is manned by the librarian and work study students who are all able to assist students during the time the library is open.

8.21 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:

a. faculty

The institution recognizes the necessity of balancing instructor recommendations in specific course areas with the standard list of volumes and journals to create library holdings that support and enhance subjects taught. Instructors are encouraged to submit requests to the librarian through email or verbally. These requests and recommendations, as well as invoices for purchases, are documented in a binder in the library.

b. appropriate national professional organizations and societies, and



The librarian receives and reviews professional and trade journals such as library journal, which is included in the library's EBSCO order each year.

c. a nationally recognized list (or lists) of online collections, books, and periodicals?

The librarian also receives and reviews publishers' catalogs and book reviews and distributes appropriate publishers' catalogs to promote instructor input into the acquisition process. Invoices for purchases are maintained by the campus president and/or campus support center.

8.22 Describe any plans for improving the library.

Plans for improvements to the library include:

- Refurbish and/or replace existing library lounge furniture.
- Upgrade copier available for student use.
- Purchase Britannica Encyclopedia Online subscription to enable student access to hundreds of thousands of articles, biographies, videos, images and sites to supplement classroom learning.
- Research other options for enhancing the existing LIRN database.
- Increase access to instructional DVDs through the use of streaming capabilities with the SMART boards.
- Increase the research skills of, and library usage by, students and instructors through general and program-specific in-class library orientation and information literacy presentations.

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

8.23 How does the professionally trained individual maintain his/her professional awareness?

Ms. Peller maintains her professional competence by attending online courses on for librarians. In 2013 she completed three online courses: The future of libraries; copyrights for teachers and librarians; and American libraries live: digging into new databases.

8.24 How many hours a week does the professionally trained individual personally supervise the library?

The librarian, Ms. Peller, physically supervises the library 20 hours per week.

8.25 Describe the information technology available in the library. List web-based research and information literacy resources currently used by students and faculty.

The library prides itself on the information capability that it provides its student and instructors. There are ten (10) computers available in the library and all have high-speed internet access, USB ports for thumb/flash drives, and headphones.

The students and instructors have access to a wide variety of information via the library's online circulation system (Library World), its online databases (LIRN), and its library webpage. The webpage has direct links to program-specific websites. The library also has a collection of over 25,000 eBooks available through EBSCO to give students both campus and remote-based access to a large number of academic and trade books that may be downloaded to a computer.

8.26 What system is used to catalog library titles?

The collection is organized according to the Dewey Decimal classification system by program. The periodicals are arranged by program as well.

The library catalogs all its titles according to the Anglo-American Cataloging Rules (AACR2) published by the American Library Association. Most of the cataloging is downloaded from the Library of Congress within Library World; however, some original cataloging is done by the librarian.

8.27 Describe how library resources are made available to students. (List the hours during which the library is open.)

The library is available to the student from 8:00am to 8:00pm Monday to Thursday, and 8:00am to 5:00pm on Fridays. All databases may be accessed from any internet connection on and/or off campus.



8.28 Describe the interlibrary loan or other outside resource agreements, if applicable.

Not Applicable.

8.29 What evidence indicates that the library collection (on-site and online) includes up-to-date holdings which are pertinent to the various subject fields and are responsive to the needs of individual courses?

Resources are purchased on a continual and systematic basis throughout the year. Great care is given to ensure copyright dates are appropriate and that selected materials reflect any changes that may occur in the courses taught and individual course content. The periodical collection offers our students and instructors the most current journals and magazines for research.

The library offers a suitable array of online resources from Thomson Gale, InfoTrac and ProQuest, Credo Reference. Students have access to a range of online databases that are full-text and accessible from the campus, home or work. Students also have access to a library webpage that offers specific information with regard to programs taught at Everest, career and scholarship news, and an area where students can obtain tutoring assistance, study skills tips, and interactive tutorials.

**SELF-STUDY QUESTIONS SUPPLEMENT****9. DISTANCE EDUCATION AND OTHER FORMS OF NONTRADITIONAL EDUCATION****For institutions that offer distance education courses or programs or when alternative modes of educational delivery are used.**

In addition to the self-study questions on the previous pages, institutions that offer distance education and other forms of nontraditional education must answer the questions below. In responding to the following questions, please consult Appendix H, Principles and Guidelines for Nontraditional Education of the *Accreditation Criteria*.

INSTITUTIONAL READINESS

9.1 List the course(s)/program(s) approved by ACICS for delivery through distance education and/or self-paced.

The following programs have courses that are approved to be offered online:

- Accounting (AS)
- Business Administration (AAS)
- Criminal Justice (AAS)

9.1.1 Indicate the percentage that each program is available for distance education and/or self-paced instruction.

The distance education modality has been approved for the degree programs offered by the campus. Ground students can then choose to take courses on ground or online.

9.2 Describe the method(s) used to deliver the distance education and/or self-paced course(s)/program(s).

Online courses are offered at the campus through the Online Division of CCI using the eCollege platform via the Internet. Online courses have the same course outcomes and objectives as courses taught on-ground, although more individual focus and initiative is required to successfully master the material. Online courses are designated on the class schedule so students register during the normal registration period. To maximize success within the online courses, students must have available to them a computer with a system profile that meets or exceeds the following:

Windows Systems

- Windows 7, XP, or Vista
- 56K modem or higher
- Sound Card and Speakers
- Firefox, Chrome or Microsoft Internet Explorer

Mac Systems

- Mac OS X or higher (in classic mode)
- 56K modem
- Sound Card and Speakers
- Apple Safari

In addition, students taking online courses must:

- Check quarterly to make sure they are maintaining the correct systems profile;
- Have Internet access and an established email account;
- Verify email account/address with Online Coordinator at the time of registration each quarter;
- Commence online course work as soon as students have access to the courses;
- Participate in classes and complete learning and graded activities weekly throughout the course.



9.2.1 Indicate any other institution or entities that are involved in the delivery of distance education for students at the campus.

Not Applicable

9.2.2 If distance education is provided under a consortium agreement, provide the name of the Host institution and the relationship with this institution or entity. Include the percentage of the program offered by the Host institution or entity.

Not Applicable

9.3 Describe how the Campus Effectiveness Plan incorporates distance education as a mode of delivery

The Campus Effectiveness Plan incorporates distance education as a mode of delivery by describing in detail the rationale, scheduling, format and content, as well as the student and faculty orientation and satisfaction of the online offerings of the campus.

9.3.1 What data is the campus collecting to assess student and faculty satisfaction with distance education and/or self-paced instruction?

Online student satisfaction surveys are deployed for all students in week eleven of each term. Online instructors access the results of these surveys after the course ends and the online academic support coordinators and associate deans utilize the results for coaching purposes. If there are issues related to online courses, the online coordinator generates a student issue form. The online coordinator and the online dean will help resolve these issues locally. The online coordinator monitors and assists students who are taking online courses to ensure they have the support and assistance they need to successfully complete online coursework.

Online instructors complete a satisfaction survey which is deployed in the eCollege learning management system each quarter. The associate deans also survey online faculty to collect faculty satisfaction related to course content and curriculum changes. All online instructors receive and are encouraged to complete the Hay Group Employee survey which is sent to all CCI employees on an annual basis.

9.4 Who oversees the distance education and/or self-paced course/program curriculum?

Ms. Carmella Cassetta, President of Corinthian Online Services, oversees all aspects of the online division.

9.4.1 What are this individual's qualifications?

Ms. Carmella Cassetta joined Corinthian Colleges in August 2005 as Senior Vice President and Chief Information Officer, responsible for the development and implementation of a comprehensive technology strategy and IT operations for the company. In July 2013 she was named Division President, Corinthian Online Services.

Ms. Cassetta brings to Corinthian Colleges over 20 years of experience in leadership and technology across multiple industries including global distribution, logistics and retail. She joined Corinthian Colleges from Ingram Micro, a Fortune 100 distributor of information technology products and services. There, Ms. Cassetta served as Corporate Vice President leading a global IT organization with associates located in North America, Asia, and Europe. Prior to Ingram Micro, Ms. Cassetta held a series of leadership positions in information technology, including Barnes & Noble, Inc., and Waldenbooks.

Ms. Cassetta received her Bachelor of Science in Business from the University of Connecticut.

9.4.2 Who is responsible for course/program evaluation for nontraditional education mode of delivery?

Ms. Carmella Cassetta, President of Corinthian Online Services.



ADMISSIONS REQUIREMENTS AND ENROLLMENT

- 9.5 What are the admission requirements for students taking distance education coursework? (If there are any differences from the residential admissions policy, explain.)

Students who are enrolled on-ground and take one or more online courses are subject to the same admissions requirements and school policies and procedures as those students who take all their classes in residence. Please refer to question 4.1 for additional details.

- 9.6 How does the campus make it clear in writing at the time of enrollment:

- 9.6.1 How the student's identity will be verified throughout the course and program?

Individual ID numbers are issued to each student and secure student log-ins and passwords. Verification of each student's identity takes place once they have registered, and every 30 days thereafter by an external agency. The security agency verifies the student's identity by asking a series of relevant questions, which only an individual would have knowledge of in order to respond accurately. If the student responses are not appropriate, CCI student services is notified and conducts follow-up and takes additional actions to verify and protect the student's identity.

- 9.6.2 How the student's privacy will be protected in the identity verification process?

The student's privacy is protected in the identity verification process as described in the language in the previous question.

- 9.8 Describe the orientation program for distance education and/or self-paced students.

Students enrolled in online courses are required to participate in a hands-on online orientation course developed by the Online Division of CCI. This orientation includes information on how to access the course, find the syllabus and use the major platform tools. During this orientation, students learn how to access the course instructor, online library and other online services and resources. There is also a self-paced online tutorial that students may access at any time. This tutorial was developed by eCollege and further explains the course tools and their use.

The online coordinator supports online students with any help they may need with their coursework.

CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY

- 9.9 Describe how interaction between faculty and students takes place.

Communication occurs through the internal course e-mail messaging system and in all threaded discussion areas. Additionally, students may request telephone meetings with faculty. Online faculty expectations require instructors to check and respond to student messages within 24 hours, post grades/feedback within 72 hours of the assignment due date, and post in any threaded discussion areas on various days throughout the week. Faculty post their office hours each week and use this time to address student questions and emails. Students are required to post one main post and at least two responses to others in threaded discussion areas.

- 9.10 Describe how interaction among students takes place.

Students are required to post one main post and at least two responses to others in threaded discussion areas. Graded threaded discussion areas include teamwork and class discussion. There are two ungraded threaded discussion areas: faculty office and student autobiographies. The faculty office allows students to post course related questions in a public area. Instructors are required to respond to these questions within 24 hours and responses are visible to the entire class. The student autobiographies area is a place for students to introduce themselves to their classmates and interact on a more casual level. Students are encouraged to post to the Student Autobiographies area during Week one of the term.

- 9.11 What is the student-teacher ratio for distance education courses?



The student to teacher ratio is generally 27:1 in an online environment and some courses, such as composition, American Literature, and writing courses will vary between 18:1 and 23:1. There may be instances in which the ratio is higher than 27:1, but justification of this ratio is documented.

9.11.1 Describe how this ratio is appropriate and provides sufficient interaction between the faculty and the students and among students.

These ratios are appropriate by allowing the instructor to provide effective teaching and ensure administrative activities are accomplished. For the student, the ratio provides the opportunity to engage in an interactive environment via online threaded discussions.

FACULTY AND INSTRUCTIONAL SUPPORT

9.12 Describe the faculty training program to prepare faculty to teach self-paced courses or in a distance education environment.

Online instructors are carefully interviewed and must successfully complete a three-week, intensive online preparation and assessment course before they are hired as online instructors. The course covers how to effectively navigate the standardized course tools and content areas within eCollege and become familiar with the institution's policies and resources for faculty and students. The course also emphasizes the extent of instructor/student interaction expected in the online environment. Instructors must own and demonstrate the successful use of the equipment listed below in the training course.

- Microsoft Internet Explorer 8.0 or better (PC); 4.5 or better (MAC)
- Windows 7, XP, Vista, MacOs 8.1 or later
- 90 MHz Pentium Processor or MAC 604 Power PC minimum
- 64 MB of RAM or more
- 56K Modem
- Sound Card

9.13 Identify the educational resources and technology available to faculty on campus and on-line.

All instructors teaching a course or program online are located off campus. Instructors demonstrate that they possess the equipment needed to conduct the course by participating in the online candidate preparation and assessment course for all new instructors. Instructional materials are provided to online instructors and additional resources are provided through the associate deans and academic support coordinator team. This support staff is knowledgeable on policies and procedures as well as platform uses. Experienced instructors conduct the online training, and new instructors are assigned mentors to assist during their first term. In addition, the instructors may consult a 24/7 hot line, managed by eCollege, which offers assistance on platform and technical issues.

9.14 Identify the platform used to deliver instruction.

Online students access their courses via the eCollege platform, which is described above in question 9.2.

RESOURCES AND EQUIPMENT

9.15 What is the budget allocated to distance education delivery?

The Online Division allocates funds to online course delivery in its annual operating budget. The costs of the online instructor wages, the eCollege Learning Management System expenses, recruiting and advertising, student services and all other related expenses are planned for and are based on the number of students enrolling in online courses. The campus allocates funds to online course delivery in its annual operating budget as well.



The amount is based on the costs listed above and on the number of online courses being taken by students at the campus.

- 9.16 Describe the instructional resources, equipment, and library resources available to students on-line and residentially.

The campus provides its students with a library that has 10 computers, internet access, online resources and hard-copy periodicals, books and reference materials. See Section 8 of this Self-Study for additional detail about the campus library.

STUDENTS AND STUDENT SERVICES

- 9.17 Describe the student services available to students taking coursework on-line.

For students who are taking one or more online courses, all local campus services are available. The online coordinator assists and supports students by helping resolve questions and concerns they have. Students taking online classes also have access to a toll-free number and email helpdesk that is available 24/7 for assistance.

STUDENT EVALUATION AND PROGRAM ASSESSMENT

- 9.19 How are students taking self-paced and/or distance education courses evaluated?

Course outcomes and objectives are identical between the online and on-ground syllabi, but learning and graded activities vary between online and on-ground due to the nature of each learning environment. Learning and graded activities are closely aligned with course outcomes and objectives.

Students are able to demonstrate mastery of course outcomes and objectives by successfully completing graded activities, as well earning a passing grade in their course.

Each course has regularly scheduled academic activities that occur throughout the term. These academic activities are integral to ensure that course outcomes are met and that specific learning objectives are achieved within individual courses. Academic activities provide the instructors with specifics that aid in the assessment of student performance and the eventual awarding of a final course grade. Student participation in these activities is important to the mastery of material within the course of study.

- 9.20 How is retention monitored?

Retention is monitored the same way as it is for students who are not taking online courses. Report data is collected in the CampusVue Student Management System on an ongoing basis. The academics and registration departments are responsible for input and accuracy of the data. Reports are periodically generated by the dean to determine progress throughout the year and identify opportunities for improvement. The campus also receives reports on attendance and grades from the Online Division. The online coordinator and academic dean monitor these reports and take appropriate steps to resolve any concerns.

- 9.21 Describe the placement services that are available.

All students, whether they are taking one or more classes online or all on-ground, have access to the full array of career services available at the campus. For additional information, please refer to question 4.17 of this self-study.

- 9.22 Describe how student, faculty, and employer satisfaction are identified.

Online student satisfaction surveys are deployed for all students in week eleven of each term. Online instructors access the results of these surveys after the course ends and the online academic support coordinators and associate deans utilize the results for coaching purposes. If there are issues related to online courses, the online coordinator generates a Student Issue Form. The online coordinator and the online dean will help resolve these issues locally. The online coordinator monitors and assists students who are taking online courses to ensure they have the support and assistance they need to successfully complete online coursework.



Online instructors complete a satisfaction survey which is deployed in the eCollege Learning Management System each quarter. The associate deans also survey online faculty to collect faculty satisfaction related to course content and curriculum changes. All online instructors receive and are encouraged to complete the Hay Group Employee survey which is sent to all CCI employees on an annual basis.

The campus uses graduate and employer surveys to gather feedback for the purpose of identifying areas of strength and areas that need improvement. Program advisory committees are another resource the campus uses to monitor and evaluate employer satisfaction.

- 9.23. How does the institution measure core competencies for programs and objectives for courses offered in a distance education environment?

Learning and graded activities are closely aligned with course outcomes and objectives. Students are able to demonstrate mastery of course outcomes and objectives by successfully completing graded activities, as well as earning a passing grade in their course. The following methods of assessment are measured against the specific objectives as listed in the standardized syllabus for each course.

- The majority of the evaluation of students is based on individual work assignments which includes not only Dropbox submissions, but also participation in class discussions.
- Teamwork is not required in each course; however, it is required in each program of study. Teamwork can only occur in Weeks five through ten (after add/drop) and should consist of no more than 10% of the total course grade.
- Quizzes are not required, but if used, they should represent no more than 30% of the total grade for the course.

- 9.24 How are equivalent out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

Students assigned textbook readings and are required to complete course discussions, individual work assignments, teamwork and quizzes. All of these are graded activities which the online faculty evaluate, assign grades and provide feedback to the students within the eCollege course. All of these graded activities and assignments are included in the syllabi posted in the courses.

PUBLICATIONS

- 9.25 Do the statements in the catalog, Web site, and, when appropriate, in advertising and promotional materials meet requirements for institutions offering coursework through distance education?

The statements in the catalog, website, advertising and promotional materials accurately describe the services that the campus offers. All publications meet the requirements and criteria established by the Council.

- 9.26 Describe the information given in the catalog regarding nontraditional education, if applicable, including mode of delivery, admissions requirements, tests to determine access, resources offered to nontraditional education students, and any special costs for the students associated with nontraditional education.

Online courses are offered using the eCollege platform via the Internet. Online courses have the same objectives as courses taught on-ground although more individual effort and initiative will be required to successfully master the material. Online courses will be designated on the class schedule so students may register during the normal registration period. There are no additional charges or fees associated with the verification of student identity; the enrollment agreement statements are congruent with this process.



ACICS Application for Accreditation

Explanation of Self-Study Planning Process

Please explain how the self-study was planned; who organized, supervised, and participated in its preparation; which person or persons prepared each section of the report (include signatures); and to what extent the document is viewed by the institution as a planning document for the future.

The Self-Study was planned and developed under the supervision of the Campus President, Dr. Sandra Muskopf, who was responsible for its ultimate completion. Dr. Muskopf attended the ACICS Workshop in St. Louis, Missouri on April 18, 2013. A Self-Study Committee was designated and each member was assigned to complete one or more sections of the Self-Study narrative in keeping with his or her area of responsibility. The Committee members also worked with individuals within their departments to obtain input and feedback. Periodic meetings of the Committee were held throughout the Self-Study process to determine progress, resolve issues and finalize materials.

While everyone on the Committee worked together to complete the Self-Study, the individuals listed below had primary responsible for the specified sections of the narrative:

Section	Name(s) & Title(s)
1. Mission	Dr. Sandra Muskopf-President
2. Organization	Dr. Sandra Muskopf-President
3. Administration	Dr. Sandra Muskopf-President Peggy Smith-Academic Dean Julien Carney-Director of Career Services Debra White-Knighten-Director of Student Finance Nikki Ceaser-Director of Admissions
4. Relations with Students	Dr. Sandra Muskopf-President Peggy Smith-Academic Dean Julien Carney-Director of Career Services Debra White-Knighten-Director of Student Finance Nikki Ceaser-Director of Admissions
5. Educational Activities	Dr. Sandra Muskopf-President Peggy Smith-Academic Dean Julien Carney-Director of Career Services Debra White-Knighten-Director of Student Finance Nikki Ceaser-Director of Admissions
6. Educational Facilities	Dr. Sandra Muskopf-President Peggy Smith-Academic Dean Julien Carney-Director of Career Services Debra White-Knighten-Director of Student Finance Nikki Ceaser-Director of Admissions
7. Publications	Dr. Sandra Muskopf - Campus President
8. Library, Instructional Resources and Materials	Dina Peller-Librarian
9. Distance Education	Peggy Smith- Academic Dean



ACICS Application for Accreditation

Explanation of Self-Study Planning Process

Committee Signatures

(b)(6)

Dr. Sandra Muskopf

(b)(6)

Peggy Smith

(b)(6)

Julien Carney

(b)(6)

Nikki Ceaser

(b)(6)

Debra White-Knighten

(b)(6)

Dina Peller



ACICS Application for Accreditation

Future Plans

Please provide an explanation of the future plans for the institution, with specific references to planned changes in faculty, administration, physical plant, equipment, library, admissions and graduation requirements and standards, curriculum, increase or decrease in student body or faculty, and any other plans.

Everest College - MidCities continually looks for ways to better serve its students, its community neighbors, and its professional staff while fulfilling its stated mission. It is vital for the campus to maintain outstanding customer service while providing excellent educational opportunities and employment assistance for the students. Future plans for the campus are described below.

Physical Plant

In FY2014, the campus will be revitalizing one of the Criminal Justice classrooms and adding materials to the classroom that allow students to visualize the theoretical information they are learning. For example, the classroom will have a permanent mock crime sign set up in it so that students can see the various elements of a crime scene as they are being taught about it. A permanent board will also be added. It will have various materials that are used in the Criminal Justice field attached to it so students can see real examples of the material they are learning.

In the Electrical Technician laboratory, the campus is currently installing a four wall prototype of a house. Electrical students will be able to use this as a capstone project to provide them real life like experience in wiring before they graduate from the program. The prototype will have sheet rocked walls and provide an experience as close to real life, as possible.

Programs

The campus currently offers programs at the Diploma and Associate's degree levels. The campus will continue to look for new programs that will meet the needs of local employers. Curriculum review of current programs and contemplation of new programs are on-going activities at the local campus level and the corporate Corinthian Colleges, Inc. level. Any changes will be made after careful consideration and analysis of feedback and input from multiple sources including subject matter and curriculum experts, communities of interest and market studies.

Faculty

Current plans concerning the faculty are to continue to manage full-time instructors needed to accommodate growth/erosion in various programs, continue to offer competitive wages and benefits to instructors, and to provide in-service/workshop opportunities for faculty to increase their skill levels in using the library's resources and keeping up on best practices in the classroom.

Instructional Equipment

The campus recently completed installing SMART Boards in every classroom to allow our instructors to access the Internet, show videos, and watch real time events in the classroom. The campus also is in the process of increasing the computer bandwidth available, which will service the student body, faculty and administration.



ACICS Application for Accreditation

Future Plans

Learning Resources

The campus library plans to increase its holdings of instructional DVDs, and to develop a library webpage with a series of links to program-related online resources such as governmental agencies, professional associations and interactive tutorials. The librarian and academics department will continue to strive to increase the research skills of students and encourage student and faculty usage of materials available both on-ground and online.

CAMPUS EFFECTIVENESS
PLAN

Everest

COLLEGE

Arlington, TX

2013-2014

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I. INTRODUCTION

Everest College is located in Arlington, Texas near the Six Flags Mall, at the Division Street exit from U.S. Highway 360. The campus has over 51,500 square feet containing 22 classrooms, Medical Assisting laboratories, Pharmacy Technician laboratories, as well as laboratories for Heating, Ventilation and Air Conditioning, and Electrical programs, lecture rooms, administrative offices, student lounge, restrooms and a library containing computers, reference and reading materials related to the academic programs. Several classrooms are designed and equipped for laboratory instruction. Everest College was opened in Arlington, Texas, in June 2003, as an additional location of Everest Institute in Rochester, New York. Everest moved into its current facilities in December 2009.

Everest College is dedicated to fulfilling its stated mission: *“to prepare students to enter, prosper in, and meet the needs of the employment community served.”* The College believes that this preparation of students to participate in the working community is an important and vital service to society. The College has developed this Campus Effectiveness Plan (CEP) to ensure an on-going process of self-evaluation and ongoing improvement. Measuring broad-based educational outcomes is achieved through a process of instructional evaluation and observation, curriculum evaluations, surveying of students, graduates and employers of graduates.

This CEP identifies the major activities of Everest College that are used to insure the College is measuring its effectiveness, and implementing measures to continually improve its effectiveness. These include knowledge and skills measurement relating to student retention, student placement, employer satisfaction, graduate satisfaction, student learning outcomes, and student satisfaction. The CEP will address these issues on an individual basis, and analyze the degree to which Everest is meeting the points outlined in its mission statement.

The CEP was developed by the Campus President, Academic Dean, Director of Admissions, Director of Student Finance, and the Director of Career Services. These managers represent all functional departments within the College. The final draft and its implementation is the responsibility of the Campus President.

A. INSTITUTIONAL MISSION STATEMENT AND OBJECTIVES

The **mission** of Everest College is: *“The mission of the College is to prepare students to enter, prosper in, and meet the needs of the employment community served. To accomplish this purpose, the College offers a variety of career-oriented instructional programs and academic counseling services. The College believes that preparing students for participation in the working community is an important mission and a service to society. The College is dedicated to the ideal that all students should have the opportunity to reach their full potential. The College is concerned with developing, in all students, the quest for knowledge and skills necessary for life-long learning in their chosen field.”*

In order to assure continued fulfillment of its mission, Everest College has established the following goals and objectives:

- To assess industry trends continually and develop compatible classroom academic practices and experiential learning opportunities;
- To develop curriculum programs that allow students the opportunity to master entry-level career skills;
- To provide faculty who are professionally prepared to teach in a career-oriented environment;
- To create an atmosphere of learning, partnership, trust, and support among students, administrators, and staff;
- To provide students with opportunities for membership in supportive peer activities to encourage the development of self-sufficiency and leadership qualities;
- To provide career-long placement assistance.

Everest College believes that its educational programs must promote excellence based upon the students' capabilities as determined by their experiences and needs. Everest accepts the responsibility of providing the maximum opportunity for its students to acquire the basic skills and knowledge to be intellectually curious, to critically think, to be diligently aware, to think and work creatively, to achieve self-discipline and economic independence, and to understand the obligations of our society.

In order to assure continued fulfillment of its mission, Everest College has established the following:

B. SHORT TERM GOALS

Although Everest strives to continually improve in the areas of retention, placement, student outcomes and employer and graduate satisfaction, the school has also set for itself several operational objectives which we believe will maintain optimal overall institutional effectiveness:

1. Closely monitor the processes and management of upcoming graduate and future employer surveys to effectively assess satisfaction levels.
2. Provide ongoing evaluation and hiring of qualified instructors to provide "Educational Excellence" within the classrooms utilizing the Inspire model as a guide.
3. Cultivate and grow the Student Ambassador Program.
4. Continually monitor and add, as needed library resources to supplement the on-site library so students can have access to resources at any time (ongoing).
5. Develop a substantial employer base for externship and job placement in assisting with gainful employment.
6. Achieve ACICS standards for retention and placement.
7. Work with DeVry University to establish an articulation agreement between Everest College, Mid-Cities and DeVry for the associate degree graduates to continue their education for a Bachelor's degree at DeVry University.
8. Complete the accreditation process to achieve the full programmatic accreditation of the Pharmacy Technician Program by ASHP.

Everest College intends to evaluate its progress towards these objectives over the next fiscal year through feedback from students, staff, faculty and other stakeholders. Setting short term goals, such as these, allows us to evaluate our internal effectiveness, and we are confident that achieving these short term objectives will strengthen the quality of the educational service we provide to our students.

C. LONG TERM GOALS (3-5 YEARS)

In addition to the short term objectives identified for the current fiscal year, Everest College has outlined some future plans. These include:

1. Explore the addition of new associate level and/or diploma level programs, such as Information Technology.
2. Perform a market analysis to determine the need and demand for a Bachelor level program, such as Business Administration.
3. Implement and exercise company sponsored initiatives such as IGNITE! INSPIRE!
4. Implement and exercise company sponsored initiatives such as Student Preparedness.
5. Increase overall student enrollment which has been consistently declining since the campus ceased enrolling ability to benefit students.
6. Increase student retention to a sustainable minimum of 75%.
7. Increase graduate employment to a sustainable minimum of 80%.

8. Ensure continued compliance with new and changing federal regulations.
9. As other colleges in the area close, review the opportunity to accept their students through a teach-out arrangement.
10. Partner with a Public Relations firm to continually upgrade the image of the college in the surrounding area.

D. PURPOSE OF THE CEP

Everest College believes that the purpose of our CEP is to provide a vehicle for continuous assessment and improvement of our educational programs and processes, and to determine if there is a need for institutional change. We feel that our CEP is a tool that allows the staff and management of Everest College to focus on educational outcomes, and monitor those outcomes, and provide a means to document our progress. It also serves to help us evaluate our overall success in meeting our institutional mission and to continue to plan for the future.

Everest continues to achieve its institutional mission objectives as outlined above by doing each of the following:

- Continuing to assess industry trends through advisory committees, graduate and employer surveys and to apply what is learned by addressing the curriculum needs for our students.
- Utilizing student surveys, analyzing retention and grade trends, and consulting with advisory boards to help students master entry-level career skills.
- Providing the means to assess faculty and to assist them in succeeding in a career-skill environment through in-service meetings and training.
- Assessing student satisfaction and thereby creating a supportive learning environment.
- Creating opportunities that assist students in seeking careers upon graduation.
- Providing career-long placement assistance.

Our CEP is one way in which Everest College conducts a “self-analysis” of our total school’s operations.

II. STUDENT AND PROGRAM INFORMATION

A. STUDENT DEMOGRAPHICS

The Everest College’s campus consists of a diverse student population. The programs offered at the College attract career-minded students with immediate employment needs.

Statistical information identifies the following trends as of June 30, 2013:

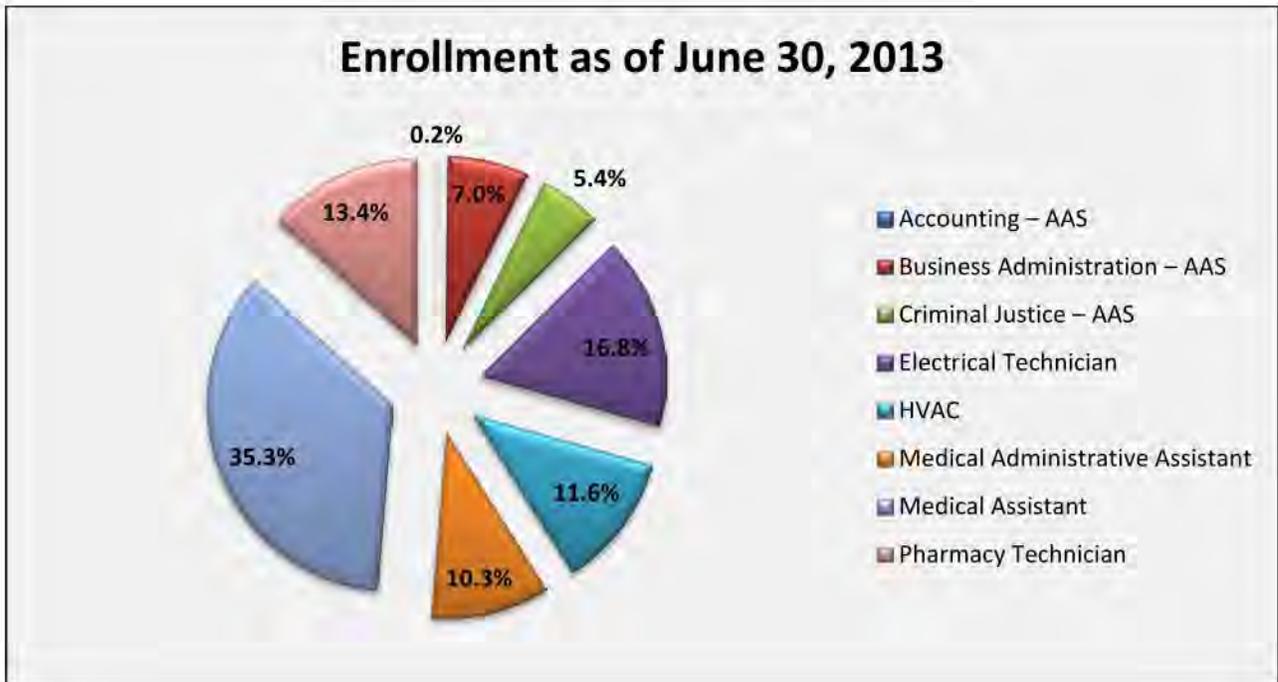
- All students who earned an Associate degree (0.4%), were High School graduates (86.4%), earned a GED (12.5%) or participated in the Ability-to-Benefit program (0.7%);
- The student population is currently 62.3% female and 37.7% male;
- The school has a diverse age group. The break down is: 47.4% are between 18-24 years old, 27.6% are between 25-34 years old, 15.5% are between 35-44 years old, and 9.5% are over the age of 45;
- The school is a mixture of Caucasian, African-American, Hispanic, Asian and other ethnic groups. The breakdown is as follows: 16.2% Caucasian, 43.1% African-American, 35.3% Hispanic, 0.4% Native Hawaiian or Other Pacific Islander; 1.1% Asian/Pacific Islander, two or more ethnicities 2.2%, and 1.7% undeclared;
- Approximately fifty-four percent (53.9%) of the students attend in the day, and 46.1% attend in the evening;
- We have students enrolled in both degree and diploma programs – 12.5% degree, 87.5% diploma;
- Students attend full-time (98.3%), $\frac{3}{4}$ time, (0.6%), $\frac{1}{2}$ time (0.2%), and less than $\frac{1}{2}$ time (0.9%);
- Approximately 100% utilize some type of financial assistance.

Everest College is approved and regulated by the Texas Workforce Commission, Career Schools and Colleges, Austin, Texas. Everest also holds a Certificate of Authorization to grant degrees from the Texas Higher Education Coordinating Board, Austin, Texas.

B. CHARACTERISTICS OF EDUCATIONAL PROGRAMS

Everest College follows its Mission Statement and Objectives to prepare students for entry-level career positions within their field of study. Everest currently offers seven programs. Student enrollment in the programs is detailed below:

Programs	Enrollment as of June 30, 2013	
	Students Numbers	Percentage
Accounting – AAS	1	0.2%
Business Administration – AAS	32	7.0%
Criminal Justice – AAS	25	5.4%
Electrical Technician	78	16.8%
HVAC	54	11.6%
Medical Administrative Assistant	48	10.3%
Medical Assistant	164	35.3%
Pharmacy Technician	62	13.4%
TOTAL	464	



The curriculum consists of the following program offerings:

DIPLOMA PROGRAMS

Electrical Technician – Diploma

720 Contact Hours/59.0 Quarter Credit Hours

The commercial and residential electrical industries are constantly evolving as new industry demands require increased skill sets. Graduates need the necessary core and specialty skills to successfully meet electrical standards and be embraced by the marketplace. Through the Electrical Technician diploma program, students will learn skills of electrical safety, tools and theory, the National Electrical Code (NEC), conduit bending, residential and commercial wiring, power distribution, advanced code concepts and motors, industrial controls, Programmable Logic Controllers (PLCs), personal development, jobsite management, fire and security alarms, voice, data, TV, signaling systems and fiber optics. Laboratory experience is an integral part of the program.

Graduates of the Electrical Technician diploma program are qualified for entry-level positions such as commercial and residential electrical technicians, preventive maintenance electrical technicians, industrial maintenance electrical technician, maintenance technician, field service technicians, and installation technicians in any manufacturing industry and market sector that has a need for electrical technicians.

Heating, Ventilation and Air-Conditioning – Diploma

720 Contact Hours/55.0 Quarter Credit Hours

The Heating, Ventilation and Air Conditioning (HVAC) program provides students the skills required to specialize in the field of heating and air conditioning service and repair. Most areas of the world require some residential climate control, therefore basic electricity, electronic control mechanisms, air conditioning, refrigeration fundamentals, and heating systems are taught in the program.

Graduates of the program can seek employment as entry-level technicians in the heating, ventilation and air conditioning field, including Sheet Metal Fabrication, Furnace Installation and Repair, Furnace Cleaner, A/C Mechanic, and A/C Installation/Service. Intermediate and advanced positions include Electrical Heat Assembler, Heating & Air Conditioning Installation/Service, Gas Furnace Installation and Repair, Sheet Metal Mechanic, Sheet Metal Lay-Out, Sheet Metal Machine Operator, Sheet Metal Fabricator, Sheet Metal Installer, A/C Unit Tester, A/C Technician, and A/C Mechanic.

Medical Administrative Assistant – Diploma

760 Contact Hours/48.0 Quarter Credit Hours

The Medical Administrative Assistant Program is designed to prepare students for entry-level positions as medical administrative assistants in a variety of health care settings. Students learn various administrative procedures related to the medical office, including patient processing and assessment, processing medical insurance claims, bill collections, and general office procedures utilized in various medical offices. In addition to acquiring manual and hands-on administrative skills, students will acquire computer and keyboarding skills which enables them to become work with the computerized technology that is becoming more visible in the 21st century medical office environment.

The medical professionals have come to rely upon well-trained medical administrative assistants for their ability to handle managed-care insurance claims and the general financial functions of the medical office. This diploma prepares the graduate to fill entry-level positions in various medical facilities i.e. doctors' offices and medical clinics and insurance companies.

Medical Assistant – Diploma

920 Contact Hours/60.0 Quarter Credit Hours

The Medical Assistant Diploma Program is designed to prepare students for entry-level positions as medical assistants in a variety of health care settings. Students learn the structure and function of the major body systems in conjunction with medical terminology, diagnostic and therapeutic procedures, computer skills, administrative processes, bookkeeping and accounting practices, and the processing of medical insurance forms and claims.

In recent years, the medical assisting profession has become indispensable to the health care field. Physicians have become more reliant on medical assistants for their front and back office skills. Medical offices and ambulatory care providers, clinics, urgent care centers and insurance providers are seeking their services.

The goal of the Medical Assistant Diploma Program is to prepare competent entry-level medical assistants in the cognitive (Working knowledge), psychomotor (skills), and affective (behavior) learning domains required and necessary to prepare them for entry level positions such as clinical or administrative assistant, medical receptionist, and medical insurance biller. This program is divided into ten learning units called modules. The first nine modules, MAINTRO through H, are classroom modules. Students are required to complete all modules, starting with a prerequisite introductory module, MAINTRO, and continuing in any sequence until all modules have been completed. If students do not complete any portion of a module, the entire module must be repeated.

Medical Insurance Billing and Coding – Diploma (Not Currently Offering)

760 Contact Hours/48.0 Quarter Credit Hours

Medical Insurance Billing and Coding professionals perform a variety of administrative health information functions, including those associated with organizing, analyzing, and technically evaluating health insurance claim forms and coding diseases, surgeries, medical procedures, and other therapies for billing and collection.

The objective of the Medical Insurance Billing and Coding program is to provide the student with the appropriate didactic theory and hands-on skills necessary to prepare them for entry-level positions as medical insurance billers and coders in today's health care offices, clinics, and facilities. Students will study diagnostic and procedural terminology as it relates to the accurate completion of medical insurance claims. Utilizing a format of medical specialties, relevant terms will also be introduced and studied.

The Medical Insurance Billing and Coding program is a 760 clock hour/48.0 credit unit course of study, consisting of seven individual learning units, called modules. Students are required to complete all modules, starting with Module MEDINTRO and continuing in any sequence until all seven modules have been completed. After the MEDINTRO Introductory Module is completed, the remaining six modules stand alone as units of study. If students do not complete any portion of one of these modules, the entire module must be repeated. Upon successful completion all modules, students participate in an externship. This consists of 200 clock hours of hands-on experience working either in a tutorial classroom setting called a practicum or in an outside facility in the field of medical insurance billing and coding.

Pharmacy Technician – Diploma

760 Contact Hours/48.0 Quarter Credit Hours

The Pharmacy Technician diploma program provides both technical and practical training that will enable the technician, upon certification, licensure or registration, to function as a competent entry-level pharmacy technician to the licensed pharmacist. The program provides the student with the basic knowledge of and practice in pharmacy calculations, drug distribution systems, and preparation of sterile dosage forms. Computer skills necessary in pharmacy practice will be utilized, and both pharmaceutical and medical terminology and anatomy and physiology are also covered. The program emphasizes theory as well as hands-on practice, followed by an externship which prepares the student for the actual

work setting. Upon completion of this program, the graduate will be fully prepared to take the national pharmacy technician certification exam offered by the Pharmacy Technician Certification Board (PTCB).

Pharmacy services have expanded and grown at an accelerated rate. Pharmacy Technicians play a major role in pharmacy operations and in the overall healthcare work force. As pharmacy services continue to grow, with new services being offered, new drugs entering the market, and as comprehensive drug information becomes a necessity, the need for highly-trained pharmacy technicians increases.

Many of the traditional pharmacy functions, once performed by pharmacists, are now being performed by pharmacy technicians. Today's pharmacy technician has assumed a position which supports and enhances the progressive direction taken by pharmacy. The technician has also become the key person in assuring the smooth uninterrupted functioning of traditional pharmacy services.

Pharmacy is a dynamic field requiring an ongoing learning process. Graduates from this training program will become active participants in this growing field by exhibiting competence through knowledge and skills learned through the college.

DEGREE PROGRAMS

Accounting – Associate of Science

1010-1050 Contact Hours/96.0 Quarter Credit Hours

Accounting is the language of business and accounting procedures and records are the basic ingredients that provide students with a broad and diverse background in professional accounting, making a variety of entry-level positions in business, industry, and governmental accounting fields available to graduates of this program.

Business Administration – Associate of Applied Science

1000 Contact Hours/96.0 Quarter Credit Hours

Graduates of this program will find many careers open to them. The core of business courses provides a thorough study of the structure, function, and procedures of standard business operations. The Business Administration program prepares the student for entry-level positions, which may lead to office or departmental management.

Criminal Justice – Associate of Applied Science

1070 Contact Hours/96.0 Quarter Credit Hours

The Criminal Justice program provides a broad understanding of the criminal justice system and prepares graduates for entry-level career opportunities in corrections, immigration, law enforcement, and/or security. This is not a training program for law enforcement officers.

C. ABILITY-TO-BENEFIT ANALYSIS

As of October 2013 we have no Ability-to-Benefit (ATB) enrollments at our campus. However, former CCI ATB students may enroll given the standards outlined below and in the campus catalog.

On July 1, 2012, the campus restricted ATB enrollment even further to ensure compliance with new U.S. Department of Education requirements. The additional restrictions require that only ATB students who were previously enrolled in an ATB eligible program and eligible to receive Title IV funding may be eligible for enrollment into certain diploma programs at the campus.

Former CCI ATB students re-entering on or after July 1, 2012 will not be required to retake and pass an ATB test if the official score sheet from the test publisher is in the student's academic file. Students transferring from a non-CCI institution who previously qualified for Title IV eligibility by successfully passing an approved ATB exam at another institution will be required to re-take and pass an approved ATB exam through CCI, subject to test publisher's retest policies. Tests are administered by an Independent Test Administrator (ITA) in strict accordance with the test administration rules, regulations and guidelines of the test publisher. The official score report is filed in the student's academic file.

Prior to enrollment, all ATB students are:

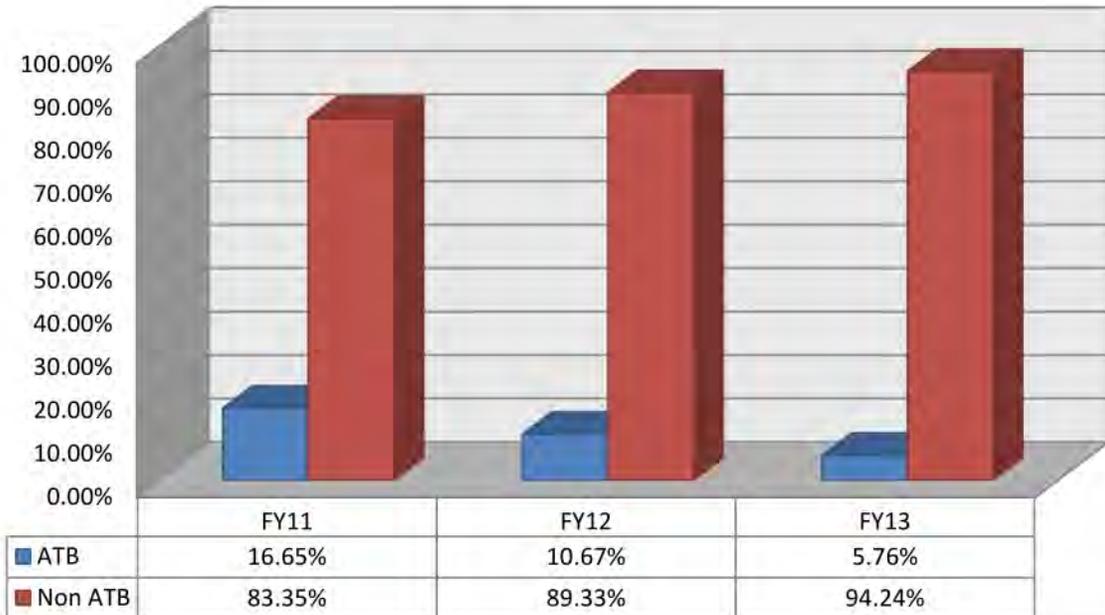
- Provided with information on GED preparatory and completion programs
- Advised regarding what steps the school is taking to make preparatory programs available
- Encouraged to obtain a GED prior to completion of their program
- Advised

The campus also provides ongoing academic support services necessary for the success of each ATB student. All ATB students receive academic and career advising after each grading/evaluation period. Records of advising are maintained either electronically or in hard copy format in the student's academic file. The campus also offers GED preparation to enrolled ATB students. The campus pays for related costs associated with the GED preparation and one attempt at the GED test.

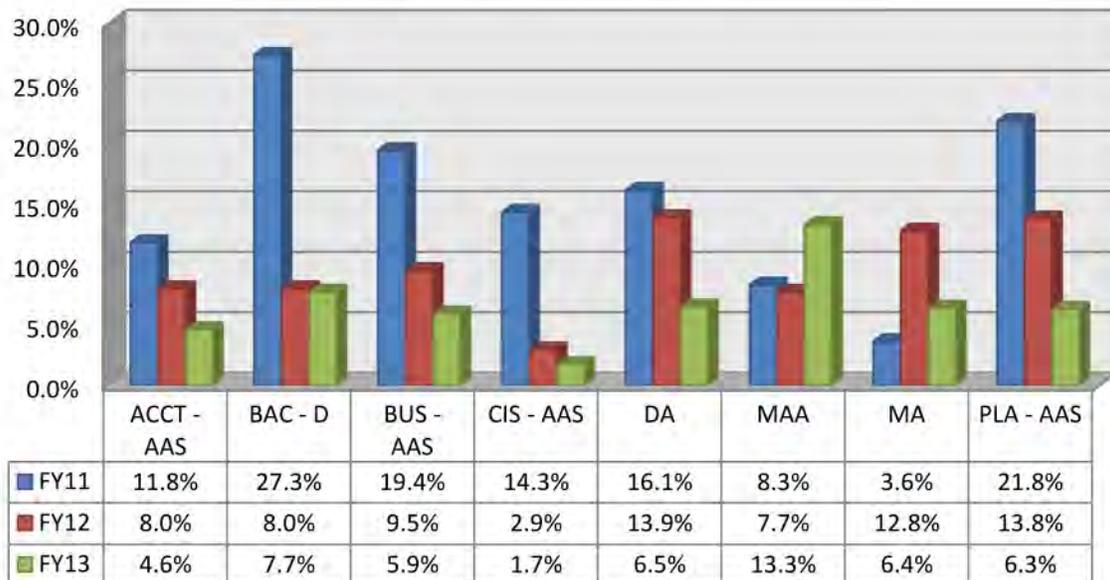
The ATB entrance exam used by the campus in the past has been either the CPAT or the Wonderlic Exam. As of February 2010, the campus no longer administers the CPAT to potential ATB students. The minimum aggregate scores required for enrollment at the campus have also fluctuated over time. Currently, the minimum aggregate score for CPAT is 126 (Language: 42; Reading: 43; Numerical: 41). The minimum aggregate score for Wonderlic is 410 (Verbal: 200; Quantitative: 210). To ensure that the entrance exam cut-off scores have been appropriate, the campus conducts a comparison of entrance scores versus current CGPA.

The ATB populations over the past three fiscal years are illustrated in the charts below by overall campus and by program. Please note that only diploma program allowed for ATB entry. The chart indicates a decrease in ATB population over the as the campus has decreased the number of ATB students it has enrolled.

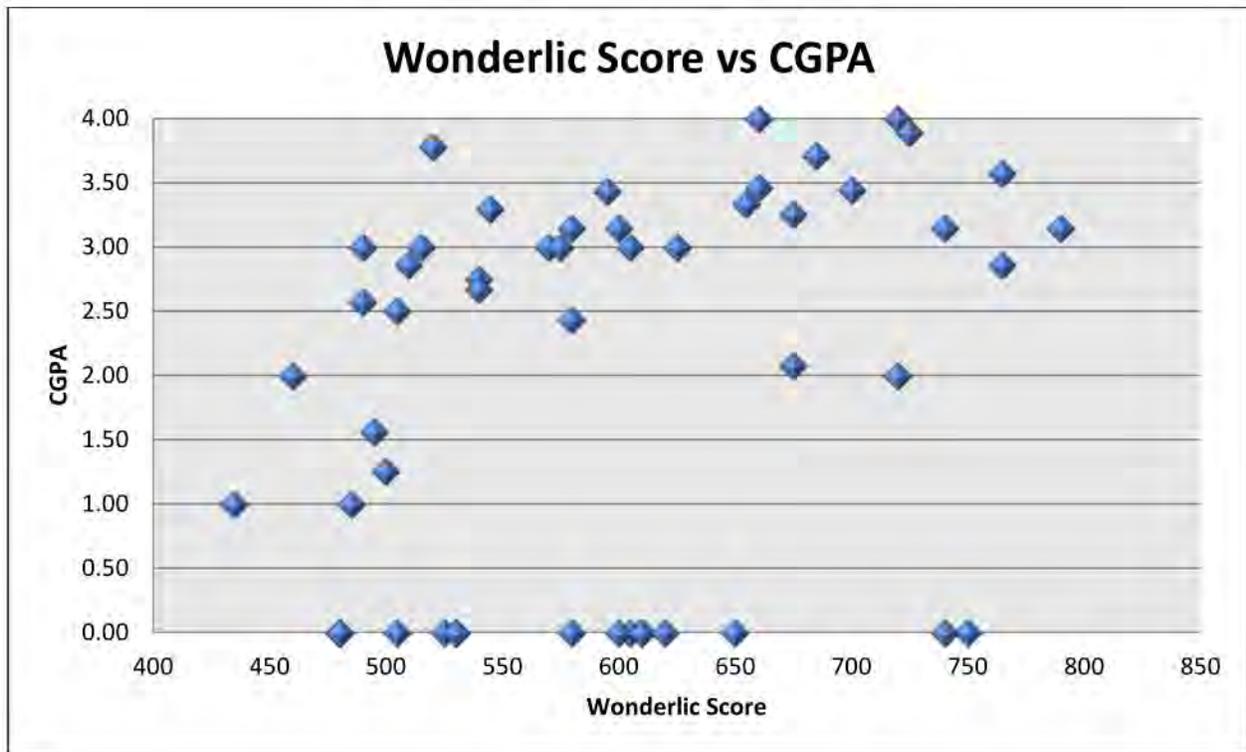
ATB Population



ATB Population % by Program

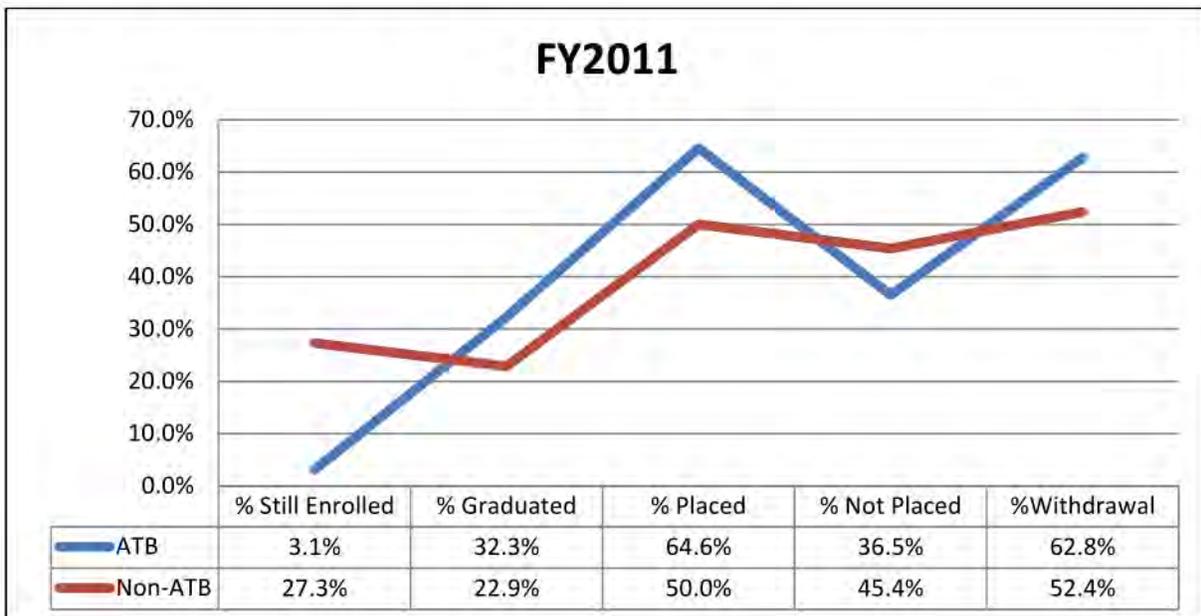


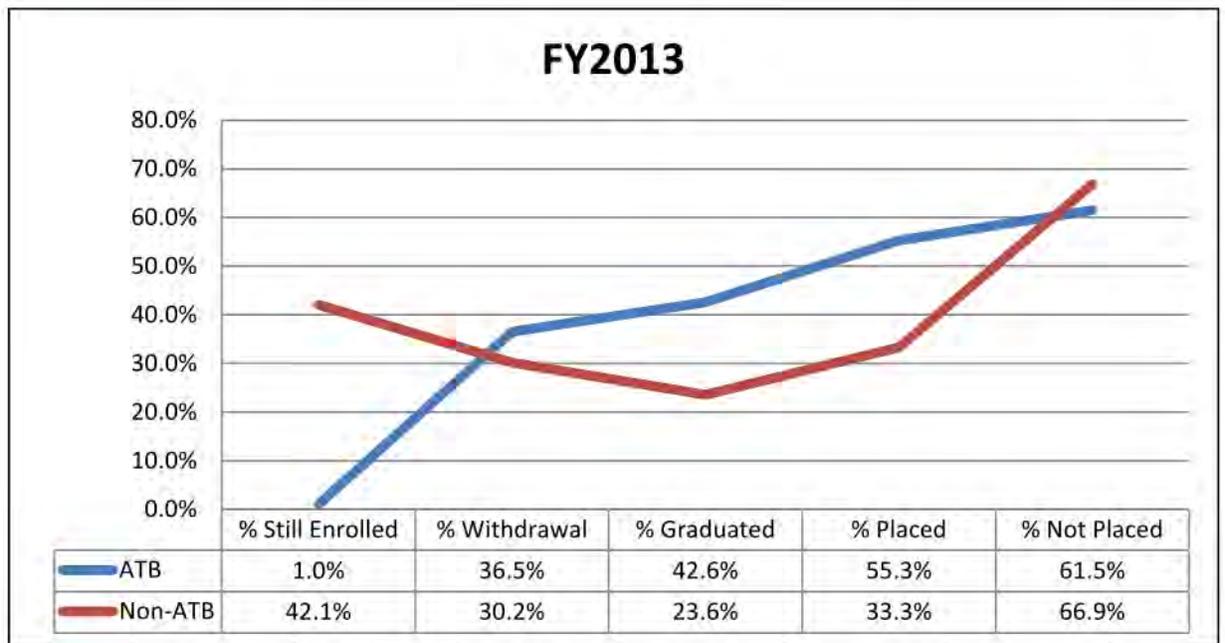
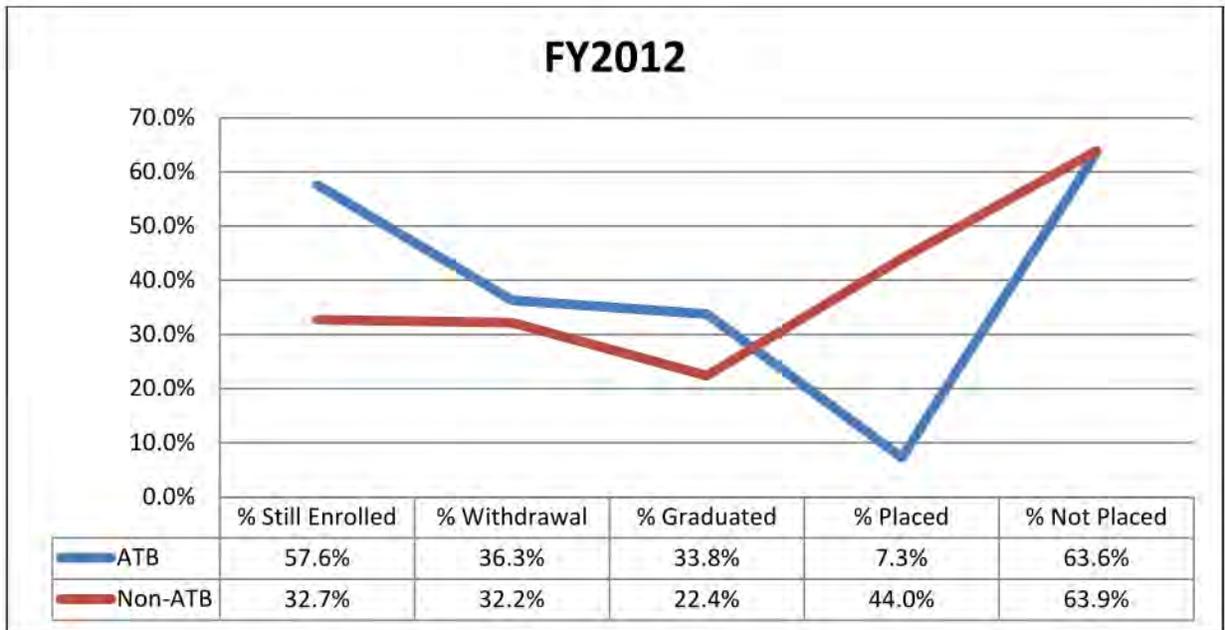
To ensure that the entrance exam cut-off score is appropriate, the campus conducts an ongoing comparison of entrance scores versus current CGPA. The scatter graph below represents the results of this comparison.



The chart illustrates that students achieving a 3.0 CGPA or higher have an entrance exam scores that range from the low end to the upper ranges. Therefore, a lower entrance exam score is not indicative that a student will not be successful in his or her program of study and substantives that the cut-off score is appropriate.

The campus also compares student progression and success rates for ATB versus non-ATB students to determine if the appropriate level of support and services are available to assist students. The graphs below summarize the comparison data the school has compiled for the past three fiscal years.





The graphs illustrate that both populations tend to follow a similar pattern in each area measured. Conclusions that can be drawn from this data include:

- ATB populations have fluctuated over the last three years as decisions pertaining to the enrollment of ATB students have changed. In FY2011, the company decided to cease enrolling these students as witnessed in the FY2012 chart. The company then decided to allow ATB students to enroll, thereby increasing the percentage of

ATB students in school. In the FY2013 year, the decision was once again made to stop enrolling these students, and the percentage of ATB students in school again dramatically declined.

- The percentage of placed students is higher in FY2013 than in previous years.
- The percentage of graduates not placed for both populations was similar in FY2012 and in FY2013.

It is not unexpected that the ATB population has a higher withdrawal rate and lower graduation and placement rate than high school graduates. These students often have more challenges to overcome both personally and academically. However, the data clearly demonstrates that ATB students can and are successful in progressing through their programs of study, graduating and obtaining a job within their chosen discipline.

Academic advising is required for all ATB students after each evaluation/grading period. This promotes open communication and opportunities for encouragement. In addition, the campus will pay related costs associated with GED preparation and one (1) attempt of the GED exam.

The campus staff, administration and faculty are committed to continuing to support and encourage ATB students and their efforts to achieve their goals of graduation and employment.

III. ELEMENTS EVALUATED FOR EFFECTIVENESS

Everest College implements the following procedures in order to comply with the requirements outlined in the ACICS

Accreditation Criteria:

1. Evaluate tools and data collection methods.
2. Provide historical rates and develop baseline data.
3. Summarize and analyze the collected data.
4. Identify goals and initiatives for the next year.
5. Create an action plan to achieve goals.

For the purpose of this section, the following abbreviations may be used:

Accounting, AS = ACC
Business Administration, AAS = BUS
Criminal Justice, AAS = CJ
Electrical Technician = ET
Heating, Ventilation and Air-Conditioning = HVAC
Medical Administrative Assistant = MAA
Medical Assistant = MA
Medical Insurance Billing and Coding = MIBC
Pharmacy Technician = PT

Campus President = CP
Director of Admissions = DoA
Academic Dean = AD
Director of Student Finance = DoSF
Director of Career Services = DoCS

A. STUDENT RETENTION

1. Evaluation Tools and Data Collection Methods

The data was collected in the CampusVue Student Management System in the course of our standard operating procedures, with the Registrar being responsible for its input and accuracy. Reports from this system are pulled by the Academic Dean and President to support daily decisions and actions. They are also pulled to test and monitor accuracy.

In the case of this report, data was pulled from the ACICS Campus Accountability Report (CAR) by the Accreditation and Licensing department. Additional data was pulled from CampusVue by the Academic Dean and others. Both sets of data were presented to the campus leadership team to solicit input in the development of improvement strategies.

Evaluation Tool	Data Collection
Annual Student Retention Rates (Campus)	Annually – November
Annual Student Retention Rates (Program)	Annually Per Program – November

2. Historical Rates and Development of Baseline Data

Annual Student Retention Rates

Rationale: To establish and meet annual student retention goals and comply with the minimum requirement.

The formula used for the calculation of annual student retention rate is based on the ACICS Campus Accountability Report (CAR) formula:

$$\frac{\text{Total Enrollment} - \text{Withdrawals}}{\text{Total Enrollment}}$$

Annual Student Retention Rates

	2010	2011	2012
Enrollment Beginning	607	700	451
New Students	982	756	706
Reentry Students	25	23	34
Adjusted, Unduplicated Total Enrollment	1610	1473	1187
Withdrawals	388	417	326
Graduates	526	611	409
Military Withdrawals	0	0	1
Withdrew due to Common Ownership	0	0	0
Incarceration Withdrawal	0	0	7
Death Withdrawal	0	0	0
Enrollment Ending	700	451	448
Annual Student Retention Rate	75.9%	71.7%	72.5%
Baseline Annual Student Retention	73.4%		

Annual Student Retention Rates per Program

Rationale: To establish and monitor annual student retention rates per program. This helps identify specific programs that are not meeting the minimum retention rate and helps the institution to establish appropriate action plans.

Programs	2010	2011	2012	Baseline
Accounting – AS	N/A	N/A	25.0%*	N/A**
Business Administration – AAS	69.5%	63.7%	63.9%	65.7%
Criminal Justice – AAS	66.7%	53.9%	57.3%	59.3%
Electrical Technician	N/A	74.0%	74.2%	74.1%
HVAC	N/A	73.8%	82.3%	78.1%
Medical Administrative Assistant	N/A	85.7%	77.5%	81.6%
Medical Assistant	74.5%	73.2%	71.1%	72.9%
MIBC	84.7%	78.6%	83.1%	82.1%
Pharmacy Technician	78.4%	74.9%	76.9%	76.7%

*Total Enrollment = Less than 10

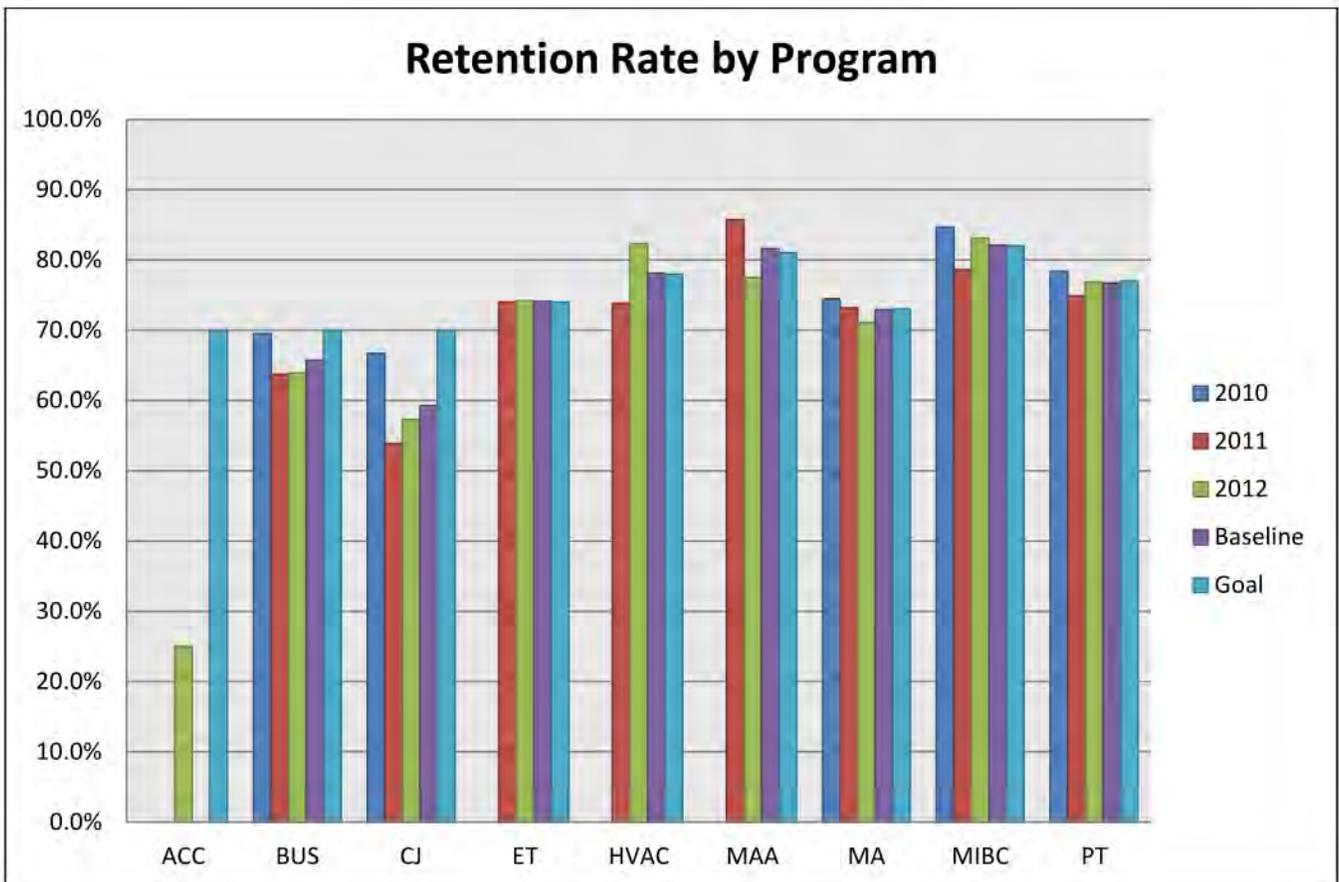
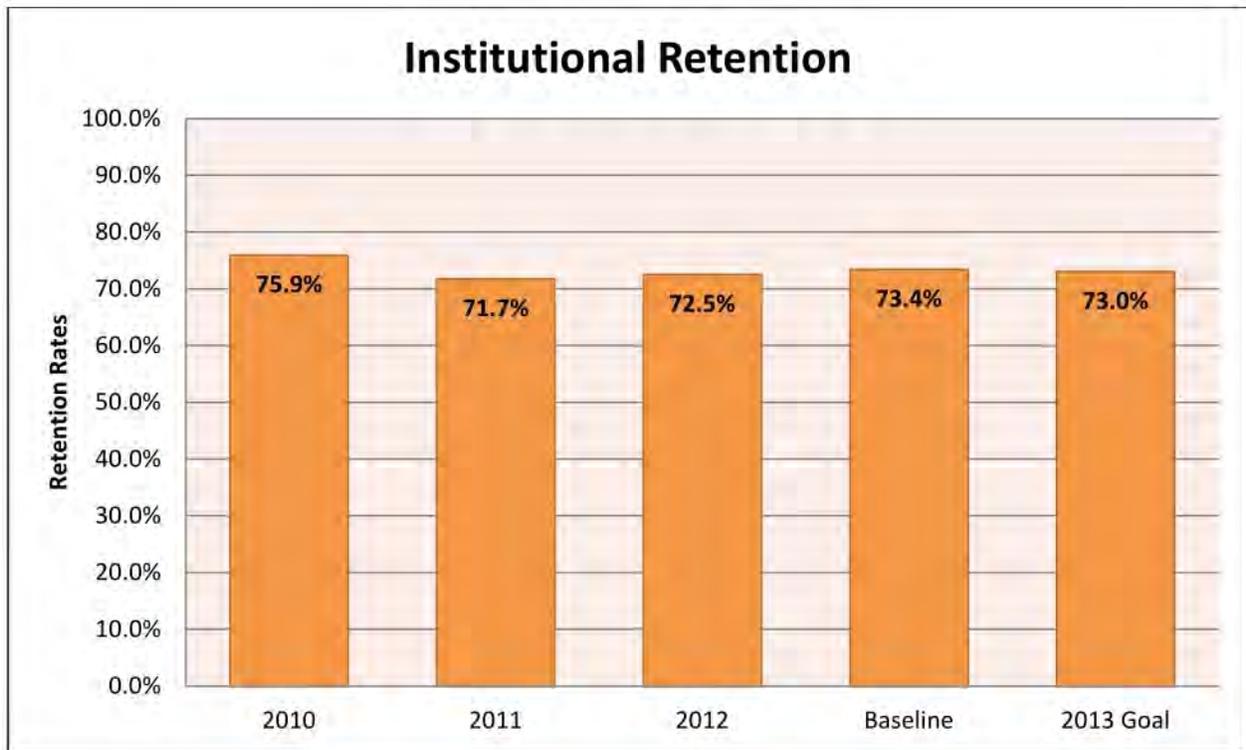
**Not Enough Data to Gather Baseline Information

3. Summary and Analysis of the Data

Focus is continually made on student retention. We have implemented the following to maintain optimal student retention:

- High performing faculty instructs the introductory mods, in order to proactively address any potential new student retention issues. Training and professional development are highlighted as critical components of the remediation of the retention outcomes on campus.
- Regularly held Save Our Students (SOS) meetings are conducted by the Academic Dean with the faculty, all Directors, and pertinent staff members to discuss any potential student issues.
- A “Total Campus Effort” initiative has been implemented to ensure seamless inter-departmental participation, in assuring optimal student satisfaction and success.
- Social media, such as Facebook, is utilized in keeping in contact with students should challenges arise.

Currently one program is below the 2012 benchmark, Criminal Justice. A programmatic improvement plan has been added to the CEP for this program.



4. Goals and Monitoring

Rationale: To establish relevant goals for each program and the institution based on baseline rates and historical analysis to determine progress against these goals. Our institutional goal for 2013 is 73% and our programmatic goals are outlined below.

July 1, 2012 through June 30, 2013

Programs	July 1 – Sept. 30 2012		July 1 – Dec. 31 2012		July 1, 2012 – Mar. 31, 2013		July 1, 2012 – June 30, 2013*	
	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
Accounting – AS	70%	100%	70%	100%	70%	100%	70%	100%
Business Administration – AAS	70%	82%	70%	69.1%	70%	66.7%	70%	62%
Criminal Justice – AAS	70%	76.1%	70%	72%	70%	63.5%	70%	63%
Electrical Technician	74%	84.2%	74%	79.8%	74%	71.7%	74%	71%
HVAC	78%	80.5%	78%	85.2%	78%	79.6%	78%	78%
Medical Administrative Assistant	81%	78.2%	81%	66.4%	81%	73.2%	81%	69%
Medical Assistant	73%	89.4%	73%	81.7%	73%	80.2%	73%	76%
MIBC	82%	83.3%	82%	83.3%	82%	83.3%	82%	83%
Pharmacy Technician	77%	91.3%	77%	76.9%	77%	78.9%	77%	74%
Institutional Retention Rate	73%	84.4%	73%	77.9%	73%	75.9%	73%	73%

*Final rates have not yet been reported.

5. Action Plan to Achieve Goals for Student Retention

Action Plan	Persons Responsible	Results YTD
Continually assess and enhance enrollment processes to ensure we are providing students with an optimal customer experience prior to enrollment.	Primary: DoA Support: DoSF, CP	Communication between the Admissions and Student Finance departments is facilitated daily as well as in weekly Directors' Meetings hosted by the Campus President.
Administer efficient and effective student advising plan.	Primary: AD, Chairs Support: CP, Lead Instructors	A tiered system has been implemented wherein students are advised based on the level of academic and/or attendance intervention necessary. The Education Department members work to advise students under this plan. The advising duties are broken down, as follows: attendance advising completed by instructors or lead instructors/chairs, AVR advising completed by lead instructors/ chairs, SAP and student conduct advising completed by the chairs and/or Academic Dean.

Sponsor student centered activities which offer more opportunity for students to develop stronger ties to the Everest College community through the Student Services Department.	Primary: AD Support: CP	The Student Ambassador group sponsors monthly events such as bake sales, food and clothing drives, etc. Student appreciation days and awards ceremonies are held quarterly to develop closer ties between the student body and all staff. We will continue to have more events in FY2014.
Continue faculty training.	Primary: AD Support: CP	The College continues to provide assistance for instructors by means of in-service training. In-service training, which includes Inspire! training and development techniques, addresses faculty teaching and classroom management techniques.
Provide Departmental cross-training as part of the Total Campus Effort initiative.	Primary: CP Support: All Directors	Training sessions between campus departments are regularly held to increase the ability of the admissions representatives to provide accurate expectations for the students. The Admissions Department and Education Department meet to discuss program content so that students are provided accurate and up-to-date information on both program content and professional opportunities. Evidence of this is interdepartmental participation in projects IGNITE! and INSPIRE!
Continue to host guest lecturers and field trips to local businesses	Primary: AD Support: DoCS	Students have attended several field trips and have listened to several guest speakers. We are continuing to bring in more through the year in each program.
Increase availability of tutoring in support of students at greater risk of dropping or failing classes, and support of students with outside issues distracting them from appropriate study time.	Primary: AD Support: Faculty	Tutoring is available for students as needed and is provided by both faculty and student peers.
Encourage students to use the CARE program (resources for students who have medical, legal, financial and/or other professional counseling needs).	Primary: All staff and faculty	Due to confidentiality, the campus is unable to track usage. However, these programs are specifically designed to help students in need and can make the difference between staying in school and dropping out.
First Hour/First Call procedure to improve student attendance. Instructors and education chair/lead instructor's call or text absent students within the first hour of class.	Primary: AD, Chair Support: Faculty	Overall attendance of students has improved from last year.

<p>Conduct “Save Our Student” (S.O.S.) meetings twice weekly, at a minimum.</p>	<p>Primary: AD Support: Faculty, All Directors, Staff</p>	<p>We review our student absenteeism through analysis of the consecutive day report, attendance violation report and also discuss any students who are at risk. We also discuss the calls our instructors make to our students, and we share our departmental strategies to address at risk student issues.</p>
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B. STUDENT PLACEMENT

1. Evaluation Tools and Data Collection Methods

Student Placement will be tracked using First Day Report forms. On the first day of employment the Career Services Representative will contact the employer and verify the Graduate has arrived. The Representative will then fax over the confirmation form to be completed and signed by employer. The First Day Report is given to the DoCS who enters the information into CampusVue. Reports based on the data in CampusVue will be run and monitored daily by the President and Director of Career Services, weekly and monthly by regional leadership, and quarterly and annually by all levels of leadership.

In the case of this report, data will be pulled from the ACICS Campus Accountability Report (CAR) by the Accreditation and Licensing department. Additional data will be pulled from CampusVue by the Director of Career Services. All data will be presented to the campus leadership team to solicit input in the development of improvement strategies if needed.

Evaluation Tool	Data Collection
Annual Student Placement Rates (Campus)	Annually – November
Annual Student Placement Rates (Program)	Annually Per Program – November

2. Historical Rates and Development of Baseline Data

Annual Student Placement Rates

Rationale: To establish and meet annual student placement goals and comply with the minimum requirement.

The formula used for the calculation of annual student retention rate is based on the ACICS Campus Accountability Report (CAR) formula:

$$\frac{\text{Graduates Placed In Field or Related Field}}{\text{Total Graduates} - (\text{Graduates Not Available})}$$

Graduates Not Available = pregnancy, death, or other health-related situations, continuing education, incarceration or military service, as well as students who are not eligible for placement in the United States because of visa restrictions.

Annual Student Placement Rates

	2010	2011	2012
Enrollment Beginning	607	700	451
New Students	982	756	706
Reentry Students	25	23	34
Adjusted, Unduplicated Total Enrollment	1610	1473	1187
Withdrawals	388	417	326
Graduates	526	611	409
Military Withdrawals	0	0	1
Withdrew due to Common Ownership	0	0	0
Incarceration Withdrawal	0	0	7
Death Withdrawal	0	0	0
Enrollment Ending	700	451	448
Graduates Placed in Field of Study	227	246	251
Graduates Placed in Related Field	7	11	3
Graduates Not Available due to Pregnancy or Health Issues	2	2	4
Graduates Not Available due to Continuing Education	10	12	9
Graduates Not Available due to Active Military Service	0	0	1
Graduates Not Available due to Incarceration	0	0	2
Graduates Not Available due to Visa Restrictions	0	0	0
Annual Student Placement Rate	45.5%	43.0%	64.6%
Baseline Annual Student Placement	51.6%		

Annual Student Placement Rates per Program

Rationale: To establish and monitor annual student placement rates per program.

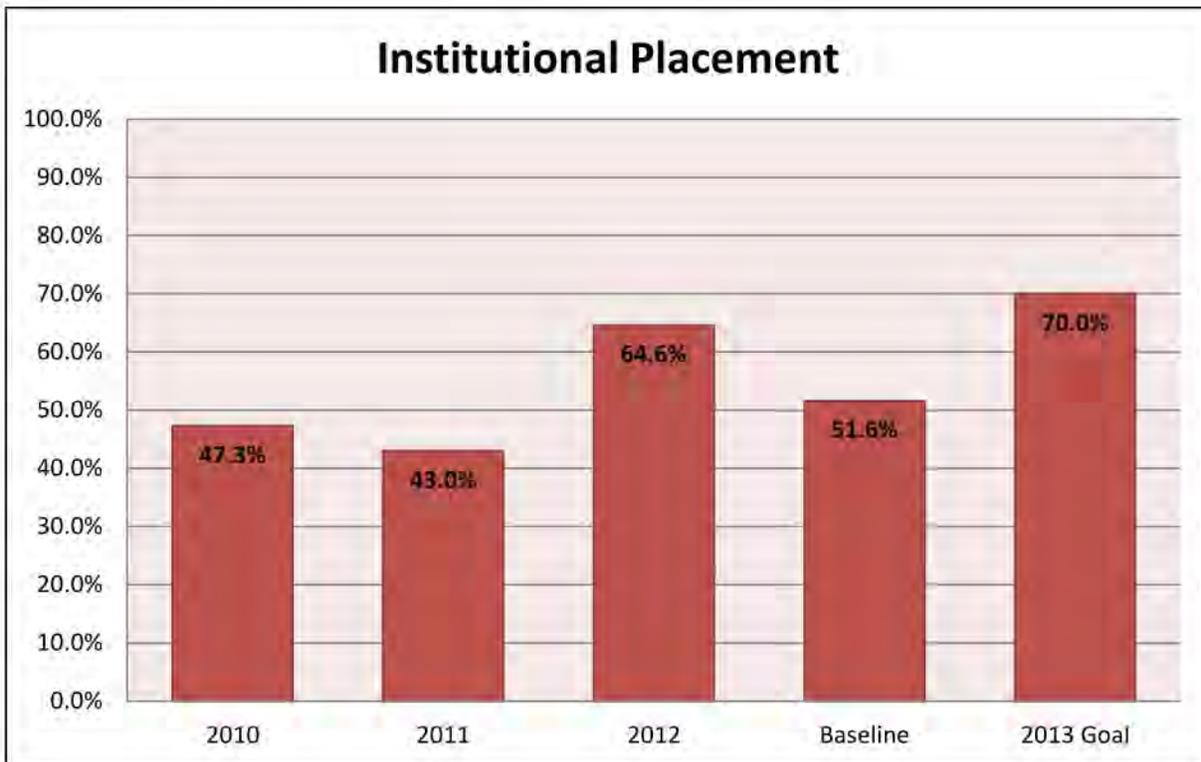
Program	2010	2011	2012	Baseline
Accounting – AS	N/A	N/A	N/A	*
Business Administration – AAS	80.0%	35.3%	61.5%	58.9%
Criminal Justice – AAS	30.8%	17.4%	29.4%	25.9%
Electrical Technician	N/A	28.6%	77.4%	53.0%
HVAC	N/A	46.7%	69.5%	58.1%
Medical Administrative Assistant	N/A	60.0%	79.3%	69.7%
Medical Assistant	47.5%	42.6%	63.7%	52.2%
MIBC	41.0%	49.3%	67.6%	52.9%
Pharmacy Technician	44.1%	42.0%	55.4%	47.5%

* Not Enough Data to Gather Baseline Information

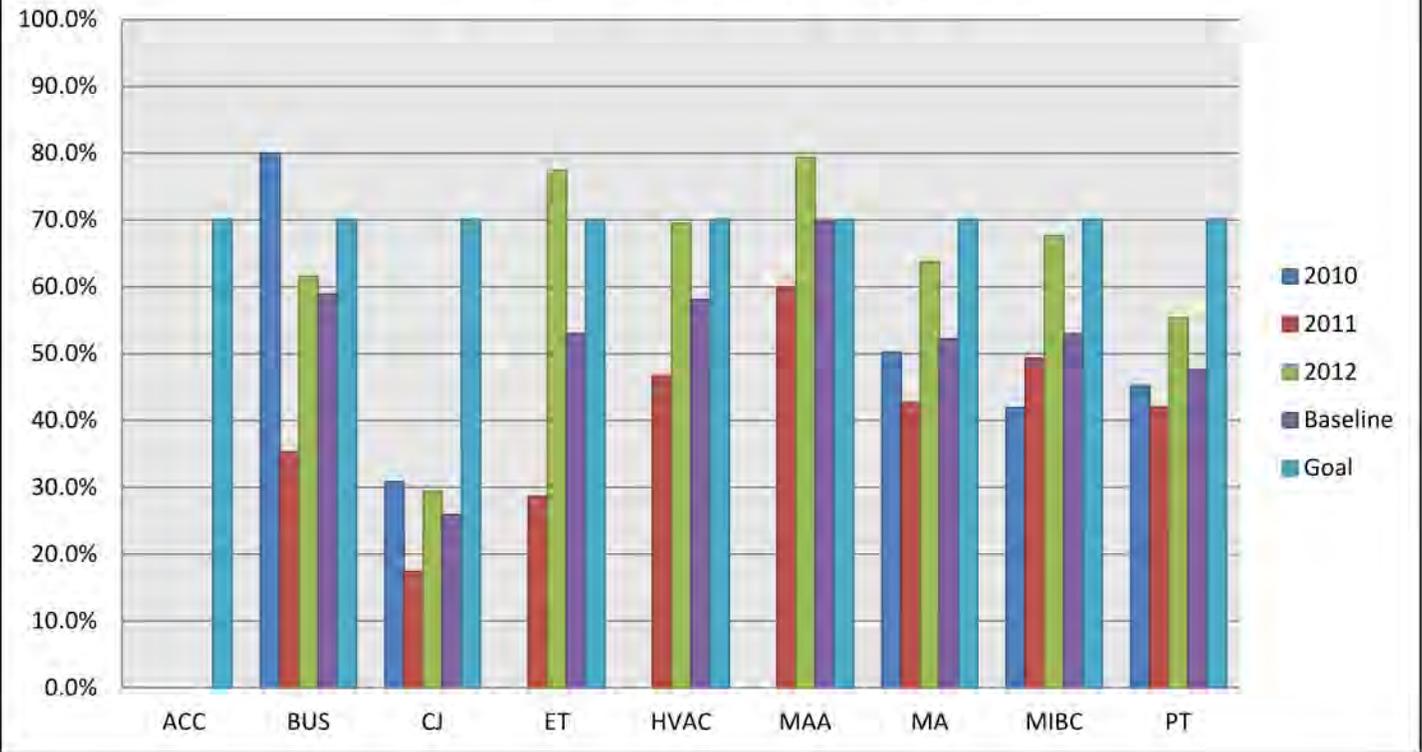
3. Summary and Analysis of the Data

The Career Services Department at the Arlington Mid-Cities campus is continually focused externship and job site development. In order to prepare students for externship and work in their respective field, the Career Services department conducts workshops based on the Inspire curriculum throughout the students' scholastic tenure at Everest. Additionally, one-on-one attention is given throughout a student's educational career focused on resume development and mock interviews, as well as, group and individual externship preparation meetings.

Currently two programs are below the 2012 benchmark, Criminal Justice and Pharmacy Technician. A programmatic improvement plan has been added to the CEP for these programs.



Placement Rate by Program



4. Goals and Monitoring

Rationale: To establish relevant goals for each program and the institution based on the baseline rates and historical analysis to determine progress against these goals. Our institutional placement goal is 70% and our programmatic goals are outlined below.

July 1, 2012 through June 30, 2013

Programs	July 1 – Sept. 30 2012		July 1 – Dec. 31 2012		July 1, 2012 – Mar. 31, 2013		July 1, 2011 – June 30, 2013**	
	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
Accounting – AS	70.0%	N/A	70.0%	N/A	70.0%	N/A	70.0%	0%*
Business Administration – AAS	70.0%	88.9%	70.0%	76.9%	70.0%	78.6%	80%	80%
Criminal Justice – AAS	70.0%	28.6%	70.0%	28.6%	70.0%	40.0%	70.0%	57%
Electrical Technician	70.0%	62.5%	70.0%	57.7%	70.0%	51.3%	72%	73%
HVAC	70.0%	60.0%	70.0%	51.6%	70.0%	53.9%	72%	72%
Medical Administrative Assistant	70.0%	30.0%	70.0%	46.2%	70.0%	41.7%	70.0%	56%
Medical Assistant	70.0%	62.5%	70.0%	62.5%	70.0%	59.7%	70.0%	74%
MIBC	70.0%	50.0%	70.0%	66.7%	70.0%	70.0%	70.0%	70%
Pharmacy Technician	70.0%	66.7%	70.0%	66.7%	70.0%	70.0%	72%	72%
Institutional Placement Rate	70.0%	57.7%	70.0%	56.8%	70.0%	56.0%	70.0%	70%

*Total Graduates = Less than 10

**Final data has not yet been reported to ACICS.

5. Action Plan to Achieve Goals on Student Placement

Action Plan	Persons Responsible	Results YTD
Prepare graduates for the job market.	Primary: DoCS Support: CP	Students will be communicated with through a variety of media to promote job search opportunities, such as: in-class announcements, individual emails and email blasts, phone calls, mail and texting. The importance of beginning the process early in the student's enrollment is stressed in orientation, classroom presentations and through the advising process. Students are also contacted throughout their time on campus in and outside of class; during seminars throughout the program; during externship meetings at the middle and end of programs. Career Services has partnered with Admissions to share key messages and job placement news from the previous weeks, as well as any other related events.
Develop job opportunities for graduates.	Primary: DoCS Support: CP, Regional and Divisional Support Personnel	We currently have a Director of Career Services, 1 Career Service Representative dedicated to working with students, and 3 Account Representatives dedicated to employer development. We also have 1 Extern Administrator dedicated to supervision of extern students. The main focus for the staff is employer site development, student professional development, and externship experiential success.
Provide classroom instruction and individual assistance in resume development, application preparation, and interviewing techniques to all upcoming graduates.	Primary: DoCS Support: AD	All classroom workshops are on a consistent schedule and are conducted regularly. Student attendance is documented and tracked.

Strive to place as many graduates as possible within 90 days of graduation. The further out graduation gets, the more challenging it becomes to maintain contact and continue to encourage and guide them.	Primary: Career Services Dept.	The entire Career Service team is focused on increasing our extern-to-hire ratio by developing relationships with our sites and increasing the number of sites which hire grads.
Continue to monitor the staffing levels and productivity of the career services department to ensure appropriate service to students and graduates.	Primary: Director of Career Services Support: Campus President	We have a Director of Career Services, and we currently have 3 Account Reps, 1 Career Rep and 1 Extern Coordinator. The department is currently seeking to hire 2 additional Career Reps.
Implement monthly Inspire! Workshops that cover professionalism, resume writing, interviewing, presentation skills and portfolio management.	Career Services Dept.	Workshops on a variety of topics are continuing to be offered in FY2014.
Improve the extern-to-hire rate %. The department maintains a network of appropriate externship sites and works to establish relationships with new sites. PAC members play an important role in helping to identify new opportunities.	Career Services Dept.	Our 2012 cohort was 25% and the 2013 rate is currently tracking at 39%. This continues to be monitored and efforts are being made to improve.

C. GRADUATION RATE

Beginning in August 2011, ACICS established a graduation rate measurement. The calculation requires that the CampusVue report used to track ACICS annual report data be modified to include additional information.

1. Evaluation Tool(s) & Rationale

The tool used to calculate the new graduation ratio that ACICS implemented for diploma programs in the 2012 Campus Accountability Report is the template provided by ACICS. The calculation is new and it is not clear that a CampusVue report can be developed to capture the complexity of the formula.

2. Historical Rates and Development of Baseline Data

The graduation data for the CAR is collected each year during the annual reporting period. At this time, it is not clear how this ratio will be used and there is currently no benchmark to compare it to.

This ratio was new with the 2012 CAR, so no historical data exists. Only programs above one year in length were calculated for the 2012 CAR.

Program	Normed Completers	Normed Grads	Normed W/D	Grads only Rate	Grads & Completers Rate
Electrical Technician	0	65.58	42.12	60.89%	60.89%
HVAC	0	69.70	26.36	72.56%	72.56%
MAA	0	63.87	29.75	68.22%	68.22%
Medical Assistant	0	41.41	39.11	51.32%	51.32%
MIBC	0	80.21	18.90	80.93%	80.93%
Pharmacy Tech	0	61.58	37.35	62.25%	62.25%

3. Summary and Analysis of the Data

It is difficult to analyze this data without more context and understanding of the ratios and in the absence of an established benchmark. The program with the highest ratios (and lower percentage of students who withdrew) are the MIBC, HVAC, and Medical Assistant programs. The other programs had lower ratios and higher withdrawal rates

4. Goals and Monitoring

Baseline rates will be the same as the actual rates reported in the 2012 CAR. Until more information is known about these graduation ratios, establishing future goals is a challenge. However, the campus has established a goal of achieving an overall graduation ratio of 60% or higher for 2013.

D. GRADUATE SATISFACTION

1. Evaluation Tools and Data Collection Methods

Graduate Surveys are conducted by the appropriate career service staff member and are collected after the graduate is placed. Surveys may also be conducted at the graduation ceremony in an effort to obtain satisfaction results from all graduates. Surveys are documented and analyzed and that information will be shared with the campus leadership team, education department and PAC Members.

The perception of the graduates of Everest is of utmost importance to the College. The questionnaire consists of questions related to their levels of satisfaction in academics and other areas of concern with the school. The management team reviews the results of the student questionnaire in an effort to improve the educational experience of the student. By comparing the results of the graduate satisfaction survey, the College is able to determine what changes, if any, are recommended.

The information on the graduate surveys is collected and is averaged. The Career Services Director is responsible for summarizing all sections. The summaries are then communicated to the campus leadership team to assess the effectiveness of the programs provided by Everest College. In addition, the Academic Dean discusses the findings of these summaries with lead instructors in order to make recommendations regarding potential modifications and/or supplemental activities to the curriculum or changes in course delivery methods that might help students better achieve their career goals.

Evaluation Tool	Data Collection
Student Graduate Surveys	Surveys are distributed and collected after student placement. These may also be collected at the graduation ceremony.

2. Historical Rates and Development of Baseline Data

Rationale: To establish and monitor graduate satisfaction

Survey Questions

Rating Scale:

5 – Strongly Agree

4 – Agree

3 – Acceptable

2 – Disagree

1 – Strongly Disagree

Questions:

1. I was informed if there were any credentialing requirements to work in the field.
2. The classroom/lab portions of the program adequately prepared me for my present position.
3. The clinical portion of the program adequately prepared me for my present position.
4. My instructors were knowledgeable in the subject matter and relayed this knowledge to the class clearly.
5. Upon completion of my classroom training, an externship was available to me (if applicable).
6. I would recommend this program/institution to friends or family members.

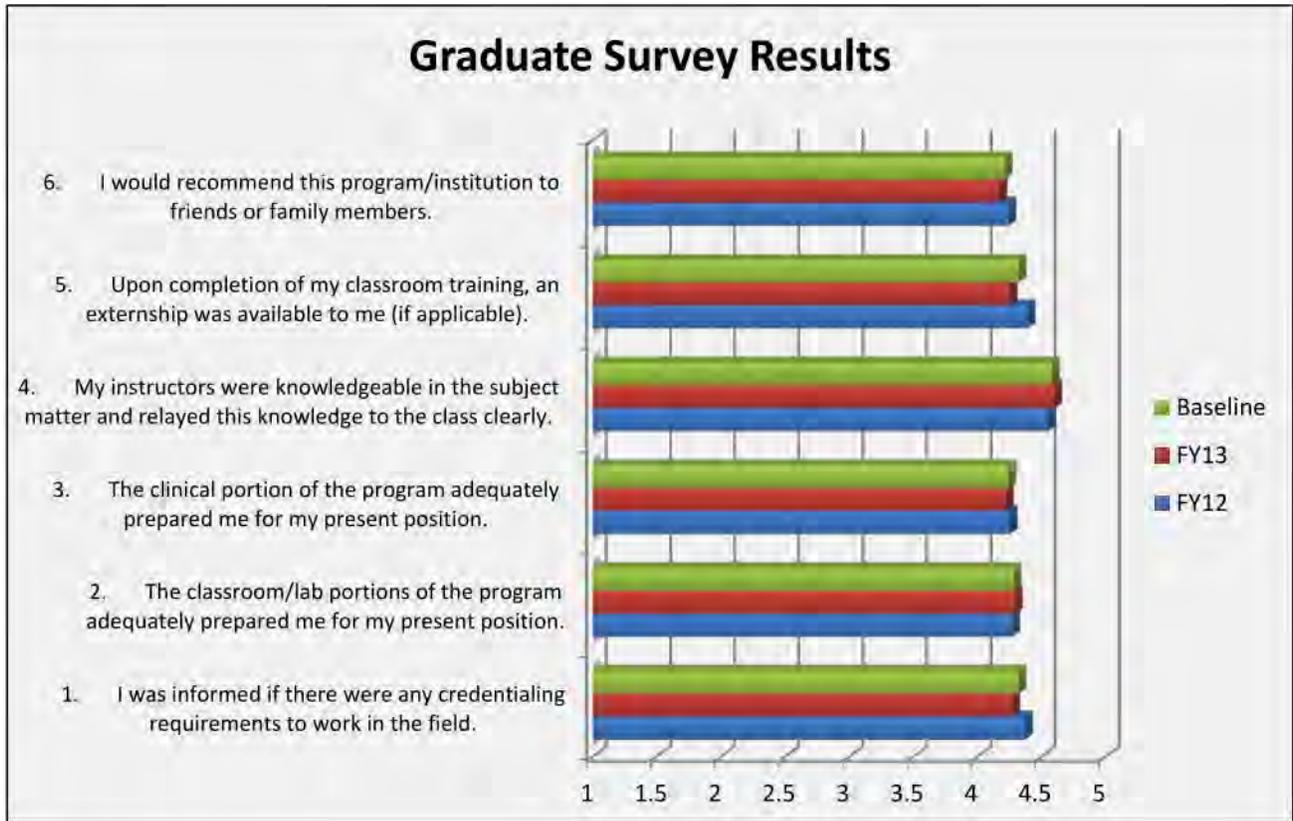
FY2012 Summary						
	Rating					
	1	2	3	4	5	6
Total points received	813	811	770	873	729	815
Total # of responses per category	186	190	181	192	166	192
Total points possible	930	950	905	960	830	960
Average Rating	4.37	4.27	4.25	4.55	4.39	4.24

FY2013 Summary						
	Rating					
	1	2	3	4	5	6
Total points received	542	536	477	593	451	542
Total # of responses per category	127	125	113	129	106	130
Total points possible	635	625	565	645	530	650
Average Rating	4.27	4.29	4.22	4.60	4.25	4.17

Baseline Data						
	Rating					
	1	2	3	4	5	6
Average FY2012 Rating	4.37	4.27	4.25	4.55	4.39	4.24
Average FY2013 Rating	4.27	4.29	4.22	4.60	4.25	4.17
BASELINE (2 Years Average)	4.32	4.28	4.24	4.58	4.32	4.21

3. Summary and analysis of the data

The school strives to achieve an average rating for each question of 4.5 or above. Through open communication and student relations, the Career Services Department is confident it will be able to consistently achieve the goal of 4.5 in all categories. The graduate survey feedback indicates that graduates have agreed or strongly agreed that their education and the services provided by the campus have prepared them for a position in their field. In all cases, the overall average rating was 4.0 or higher. In order to obtain a better sense of how satisfied graduates are, it will be important to improve the response rate.



4. Goals and Monitoring

Rationale: To establish relevant goals for each program and the institution based on the data presented baseline rates and historical analysis to determine progress against these goals.

The goal for satisfaction in each category and overall is an average of 4.5 or better and a response rate of 40%.

FY2014 Summary (to-date)						
	Rating					
	1	2	3	4	5	6
Total points received	331	334	210	355	212	340
Total # of responses per category	334	77	47	77	46	77
Total points possible	385	385	235	385	230	385
Average Rating	4.3	4.34	4.47	4.61	4.61	4.42

	July 1 – Sept. 30, 2013		July 1 – Dec. 31, 2013		July 1, 2013 – March 31, 2014		July 1, 2013 – June 30, 2014	
	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
Response Rate	40%	59	40%	18	40%		40%	

5. Action Plan to Achieve Goals on Graduate Satisfaction Goals

Action Plan	Person(s) Responsible	Results YTD
Develop high response rate in graduate surveys.	Primary: DoCS Support: CP	Graduate Surveys are distributed following the graduate's exit interview by the appropriate Career Services staff member. Follow up for unreturned surveys will be conducted at graduation ceremonies. Continued efforts will be made to achieve, or exceed, the 40% goal established.
Maximize outreach to graduates, notifying them of job and resource fairs occurring on campus and inviting them to be a part of other campus activities.	Primary: DoCS Support: CP	We are conducting call campaigns, send postcards/letters and individual and mass emails and utilize social networking to reach out to graduates. Having a close relationship with the students from the beginning will minimize efforts in maintaining communication. Held a Drive through Career Fair to reach out to graduates who are seeking employment. Results were favorable with over 50 people attending the fair.
Keep regular communications between staff and student.	Primary: DoCS Support: CP	The Career Services Department embraces an open door policy. All staff members are regularly available for student support. Staff members are also in classrooms for their assigned programs weekly.
Maintain excellent communications between the Career Services Department and the Education Department.	Primary: DoCS, AD Support: CP	The Career Services and Education Departments enjoy a close-knit and open relationship. They act as partners and teammates in fulfilling the organization mission, in the students' best interest.

Bring in successful graduates to share their stories and successes.	Primary: DoCS Support: CP	The Career Services Department has begun to schedule and host graduates to share their success with current students. This event promotes motivation and excitement among the student body. Graduates have spoken at events such as New Student Orientation, as guest speakers in the classroom and other Career Services hosted events.
Ensure compliant assessment for extern sites and ensure they provide a well-rounded experience for the student.	Primary: DoCS Support: CP	Assessments are conducted for each site prior to the student attending their externship. Assessments are also performed at midterm of the Externship. The site must meet the criteria as set forth by CCI policy and will not be approved unless otherwise specified.

E. EMPLOYER SATISFACTION

1. Evaluation Tools and Data Collection Methods

The Employer Survey will be conducted within 30 days of placement. The results of the surveys are tracked on a spreadsheet and analyzed. The results are then shared with the campus leadership team, education department and PAC members. While trends are not easily discernible because of the amount of data available, the data is still reviewed as evidenced below.

The Career Services department, under the leadership of the Director of Career Services, oversees the process of assisting students in finding appropriate job placement. Once students are placed in jobs, the department obtains employer satisfaction information on a periodic basis. If responses are not received, a follow up survey is sent, and personal contact is attempted with the employer to obtain this information.

Everest College places a high priority on establishing new employer contacts and maintaining good relations with current employers to ensure continued placement of graduates. We also strive to continue the development of the positive image we project within the community. These efforts are evidenced by the continued by the Career Services' department continued contact with present and future employers through the Employer Satisfaction Surveys, Employment Verifications, on-campus interviews and employers' involvement in Advisory Committee meetings. Career Services Account Representatives are responsible for establishing and maintaining relationships with new and current employers.

Evaluation Tool	Data Collection
Employer Surveys	Surveys are conducted within 30 days of placement.

2. Historical Rates and Development of Baseline Data

Rationale: To establish and monitor employer satisfaction.

Survey Questions

Rating Scale:

- 5 – Strongly Agree
- 4 – Agree
- 3 – Acceptable
- 2 – Disagree
- 1 – Strongly Disagree

Questions:

1. The employee demonstrates acceptable training in the area for which he/she is employed.
2. The employee has the skill level necessary for the job.
3. I would hire other graduates of this program (Y/N)

FY2012 Summary		
	Rating	
	1	2
Total points received	79	78
# of responses per category	20	20
Total points possible	100	100
Average Rating	3.95	3.90
% of Employers who would hire other graduates		76%

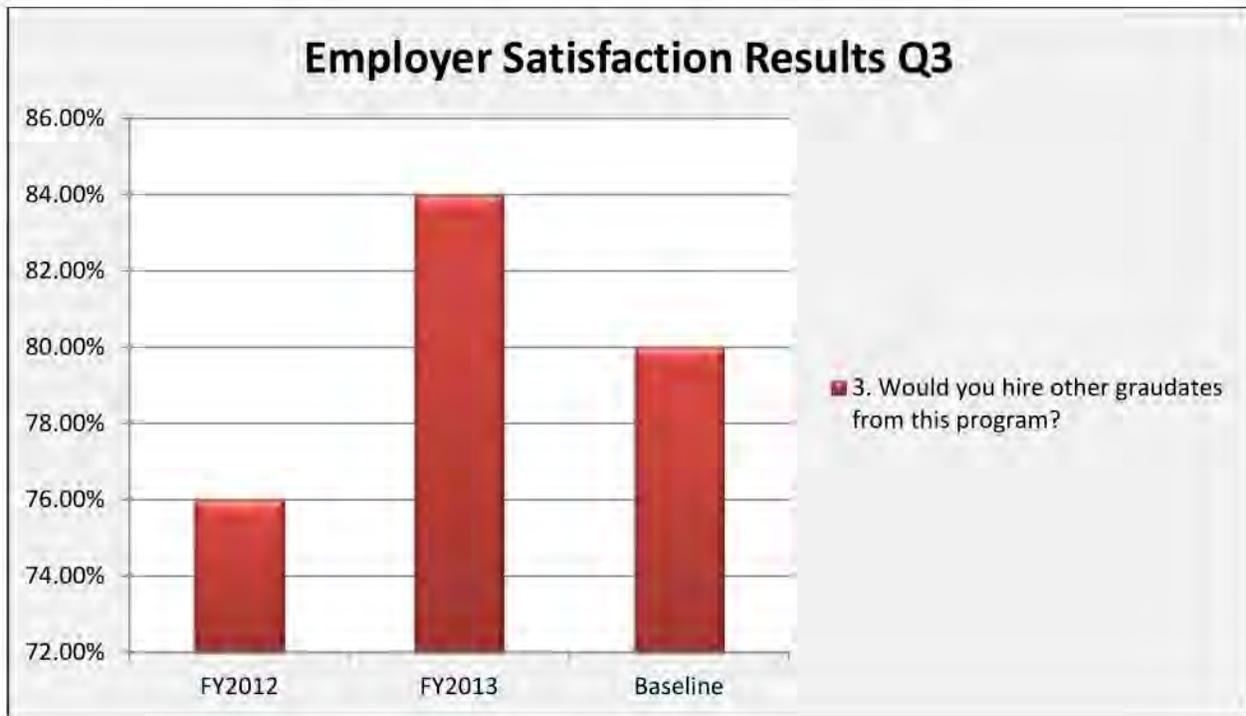
FY 2013 Summary		
	Rating	
	1	2
Total points received	220	218
# of responses per category	55	55
Total points possible	275	275
Average Rating	4.00	3.96
% of Employers who would hire other graduates		84%

Baseline Data		
	Rating	
	1	2
Average FY2012 Rating	3.95	3.90
Average FY2013 Rating	4.00	3.96
Baseline Data (2 year average)	3.98	3.93
FY2012 % of Employers who would hire other graduates		76%
FY2013 % of Employers who would hire other graduates		84%
Baseline Data (2 year average)		80%

3. Summary and Analysis of the Data

The school strives to achieve an average rating of 4.0 or above. In 2013, “the employee demonstrates acceptable training in the area for which he/she is employed” reached the benchmark. Overall, employers were pleased with the graduates and the percentage of employers who would hire other graduates was favorable. For the question that asks employers about whether the employee has the skill level necessary for the job, the school fell just below the desired standard of 4.0 with an overall rating of 3.98. Career Services has shared this information with the new Director of Education, Education Chairs and Instructors. They have implemented new teaching techniques and additional hands-on labs to ensure students are getting all of the requisite skills for employment after graduation. In 2012, the rating for whether the employee demonstrates acceptable training, the school was below the desired outcome of 4.0. There was an increase in the rating from employers in this category from 2012 to 2013. The second question regarding whether the graduate had the necessary skills received a rating of 3.9 in 2012. We also showed improvement in 2013 over 2012. The improvement seen in the responses from the employers in these two areas indicate that the action plans the campus has implemented to increase the skill set of graduates are having a positive impact.





4. Goals and Monitoring

Rationale: To establish relevant goals for each program and the institution based on the data presented. Baseline rates and historical analysis used to determine progress against these goals.

The goal established for employer satisfaction is 4.5. The baseline rate was determined by the campus as reflecting a positive response to the survey questions. Our response rate goal is 40%.

FY 2014 Summary (to date)		
	Rating	
	1	2
Total points received	32	31
# of responses per category	7	7
Total points possible	35	35
Average Rating	4.57	4.43
% of Employers who would hire other graduates		N/A

	July 1 – Sept. 30, 2013		July 1 – Dec. 31, 2013		July 1, 2013– March 31, 2014		July 1, 2013 – June 30, 2014	
	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
Response Rate	40%	9%	40%	0	40%		40%	

5. Action Plan to Achieve Goals on Employer Satisfaction

Action Plan	Person(s) Responsible	Action Taken
Implement the new process for obtaining employer feedback in a timely manner.	Primary: DoCS Support: CP	Account representatives follow up to collect completed surveys. Career Services follows up within 15 days if a survey is not returned. All responses are tabulated as they come in and summaries are generated quarterly. The summary data is shared with campus leadership and academics.
Share a summary of employer comments with the current students so that current students will understand what employers are demanding of their employees.	Primary: DoCS Support: CP	Current employer data will undergo review and will be shared in extern meetings and in classroom sessions.
Identify new employers in the community who would be valuable additions to the program advisory committees and invite them to participate in future meetings.	Primary: DoCS Support: CP, Regional CS Support	Invite all interested employers to Advisory Board meetings, as well as, pro-actively market the opportunity to area employers and organizations.
Implement monthly Inspire! Workshops that cover professionalism, resume writing, interviewing, presentation skills and portfolio management. In addition to the academic aspects of our students' education, they also need training and coaching in the soft skills that employers demand.	Primary: Career Services Dept.	Inspire! Workshops are held with current students on a bi-weekly basis. Each Career Services Representative presents the Workshop to the classes in his or her assigned program.

F. STUDENT LEARNING OUTCOMES

1. Evaluation Tools and Data Collection Methods

Student learning outcomes are measured by reviewing cumulative grade point average (CGPA) and the quarterly and modular grade point averages for each calendar year. All data was extracted from the student management system, CampusVue, by the Academic Dean.

Evaluation Tool	Data Collection
Average Annual Cumulative GPA Per Program	Annually Per Program
Linear and Modular GPA Per Program	Linear (Degree Programs) & Modular (Diploma Programs)
Capstone Experience: Business Administration	Quarterly
Criminal Justice Externship	Quarterly

2. Historical Rates and Development of Baseline Data

Average Annual Cumulative GPA per Program

Rationale: To establish and monitor average cumulative GPA per program.

Program	2010	2011	2012	Baseline CGPA
Accounting – AS	N/A	3.00	2.49	2.75
Business Administration – AAS	2.95	2.93	2.76	2.88
Criminal Justice – AAS	2.71	2.69	2.73	2.71
Electrical Technician	3.21	3.03	2.78	3.01
HVAC	3.40	3.06	2.96	3.14
Medical Administrative Assistant	3.45	3.32	2.93	3.23
Medical Assistant	2.99	3.04	2.93	2.99
MIBC	3.44	3.61	3.67	3.57
Pharmacy Technician	3.26	3.19	2.91	3.12

Average Linear and Monthly GPA per Program

Rationale: To establish and monitor average quarterly or monthly GPA per program.

Linear

Program	Winter 2012	Spring 2012	Summer 2012	Fall 2012	Baseline Quarterly GPA
Accounting – AS	2.88	2.86	3.72	3.72	3.30
Business Administration – AAS	2.99	3.12	2.77	2.99	2.97
Criminal Justice – AAS	2.95	2.96	3.02	2.97	2.98

Modular

Programs	January 2012	February 2012	March 2012	April 2012	May 2012	June 2012	July 2012	August 2012	September 2012	October 2012	November 2012	December 2012	BASELINE DATA
Electrical Technician	3.26	3.29	3.24	3.14	3.24	3.12	2.96	2.91	2.92	2.85	2.88	2.74	3.05
HVAC	3.29	3.17	3.20	3.21	3.21	3.13	3.21	3.17	3.16	3.15	2.99	3.07	3.16
MAA	3.66	3.50	3.59	3.44	3.30	3.14	3.34	3.34	3.12	3.17	3.10	3.31	3.33
Medical Assistant	3.25	3.07	3.12	3.19	3.22	3.10	3.17	3.18	3.19	3.21	3.28	3.19	3.18
MIBC	3.75	3.75	3.66	3.64	3.41	3.50	3.80	3.93	3.48	2.71	N/A	N/A	3.56
PT	3.37	3.25	3.21	3.30	3.27	3.18	3.01	3.00	3.10	3.03	3.04	3.00	3.15

Capstone Experience (Business Administration)

Rationale: To analyze the passing rates of the capstone course for the business administration program.

The capstone courses provide an opportunity for students to merge the knowledge and experiences from their previous classes. The Business curriculum is designed to prepare students for successful employment in their respective fields. The capstone course is one measurement of how well students are prepared to apply the skills and knowledge learned throughout their program of study.

In the Business capstone course, the following are focus areas: creating resumes, capstone simulations, and research related to business. The course focuses on enhancing student's oral and written communications skills. Also included are: research, presentations and discussions by students, and possible guest lectures. All culminate in the presentation of research findings by the students.

Course	Term	Pass	Failed	Withdrew	% Pass
Business Administration Capstone	Winter 2010	2	0	1	66.7%
	Spring 2010	5	0	0	100%
	Summer 2010	9	0	0	100%
	Fall 2010	4	1	1	66.7%
	Winter 2011	2	0	0	100%
	Spring 2011	4	0	0	100%
	Summer 2011	3	0	0	100%
	Fall 2011	3	0	0	100%
	Winter 2012	4	0	0	100%
	Spring 2012	10	1	0	90.9%
	Summer 2012	2	0	0	100%
	Fall 2012	1	0	0	100%
Baseline % Pass					93.7%

Externship Experience (Criminal Justice)

Rationale: To analyze the passing rates of the externship course for the criminal justice program.

The Criminal Justice Externship course is designed to help students implement the knowledge they have learned in their various courses for Criminal Justice employment. The site must meet at least minimum requirements for approval and there are set expectations of duties for the Criminal Justice extern. .

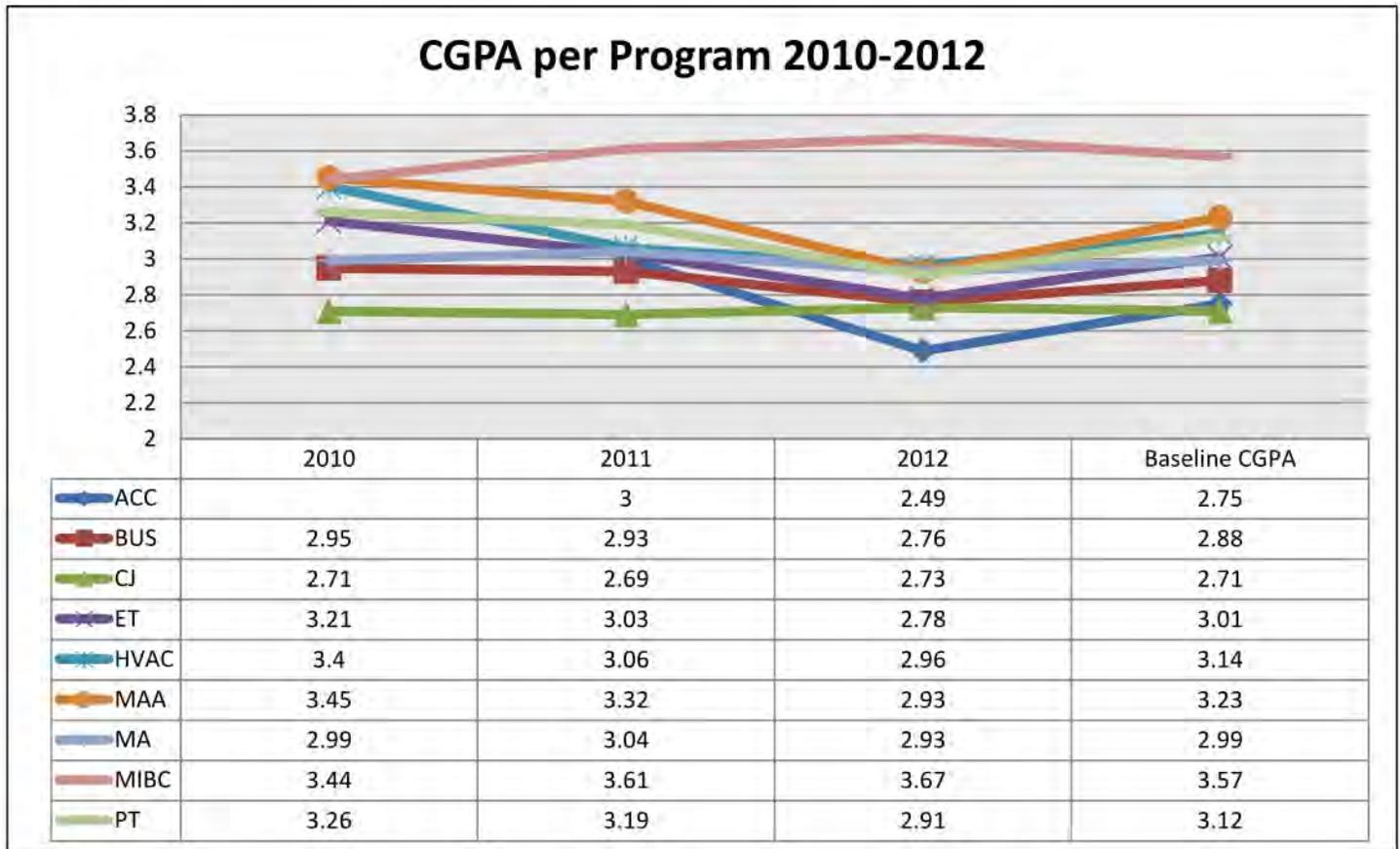
Program	Term	Pass	Failed	Withdrew	% Pass
Criminal Justice Externship	Winter 2010	5	0	2	75%
	Spring 2010	10	0	1	90.9%
	Summer 2010	7	0	0	100%
	Fall 2010	4	0	0	100%
	Winter 2011	9	0	1	90%
	Spring 2011	7	0	0	100%
	Summer 2011	7	0	2	77.8%
	Fall 2011	4	0	1	80%
	Winter 2012	4	0	1	80%
	Spring 2012	8	0	3	72.7%

	Summer 2012	6	0	0	100%
	Fall 2012	7	0	0	100%
Baseline % Pass					89%

3. Summary and Analysis of the Data

Average Annual Cumulative GPA per Program

Historical average CGPA's are monitored in order to provide evidence of improvements in the classroom experience of students. However, these trends also point to lesser obvious changes, such as student mix, and the impact of program growth, or decline. From this data we can assess that the majority of programs saw a decline in CGPA as standards and expectations were increased to more closely align with the expectations of employers.



Average Linear and Modular GPA per Program

Linear

In the linear programs, the Accounting CGPA increased as new students stopped entering the program. As the existing students matured in their time management and study habits, they were able to earn better grades. The lack of new students entering into the program kept the increase naturally seen from later term students from being offset with the traditionally lower GPAs from newer students.

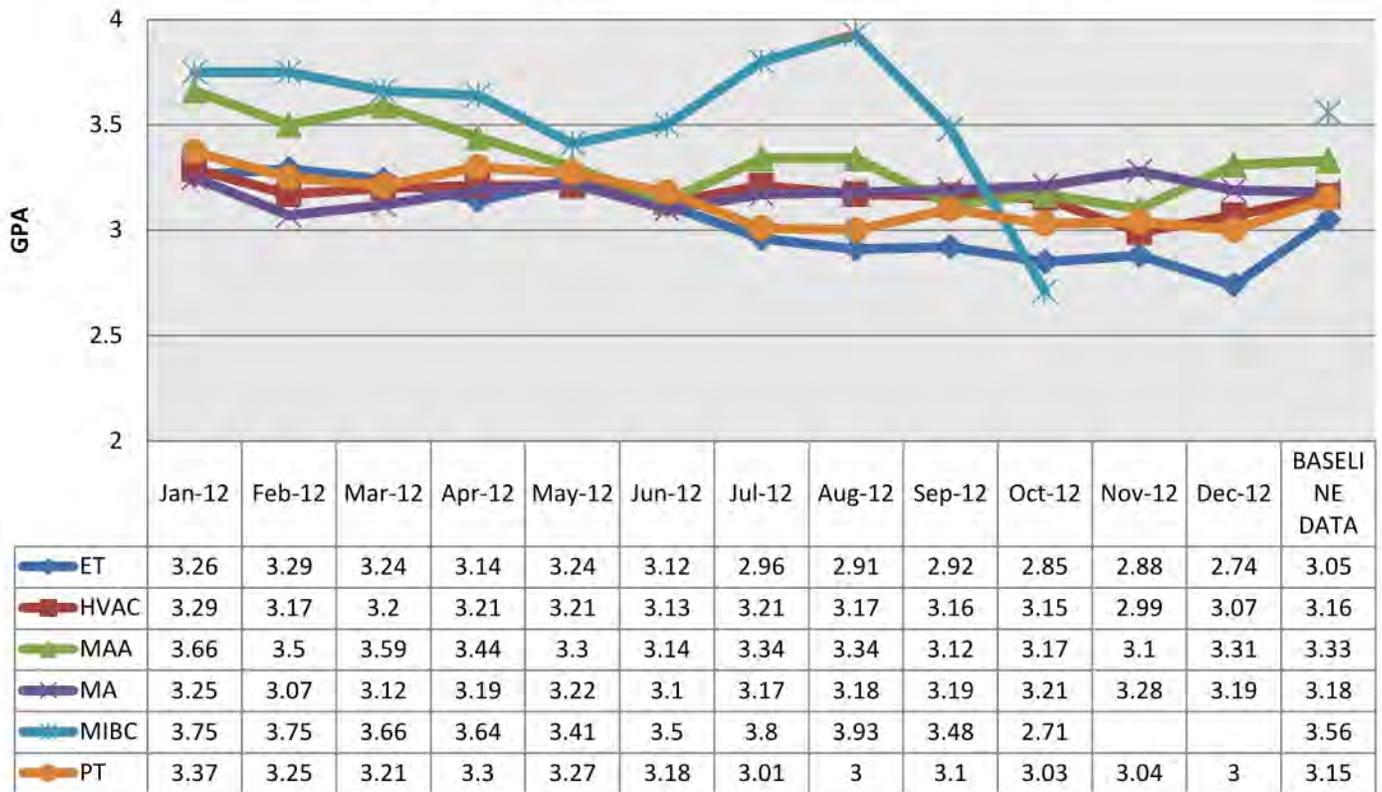
The Business and Criminal Justice programs have remained fairly consistent with their CGPAS through all three years. They have a flat trend line indicating little variance in the scores over the time period.



Monthly

The Electrical Technician, HVAC and Pharmacy Technician programs have seen a steady decline in the GPA of their programs. This is largely due to the increased expectations of Instructors in the classroom in order to make sure that students are able to surpass the expectations of employers once they are hired. The decrease in the GPA correlates with the increase in the employer satisfaction scores for these programs. The MIBC program witnessed an increase in GPA during this time period due to the fact that new students were not being enrolled into the program. As the students who were in the program matured through the courses, their GPA increased as would be expected as students become more adept at studying and time management. The lack of new students entering the program over this same time period created an increase in the overall GPA.

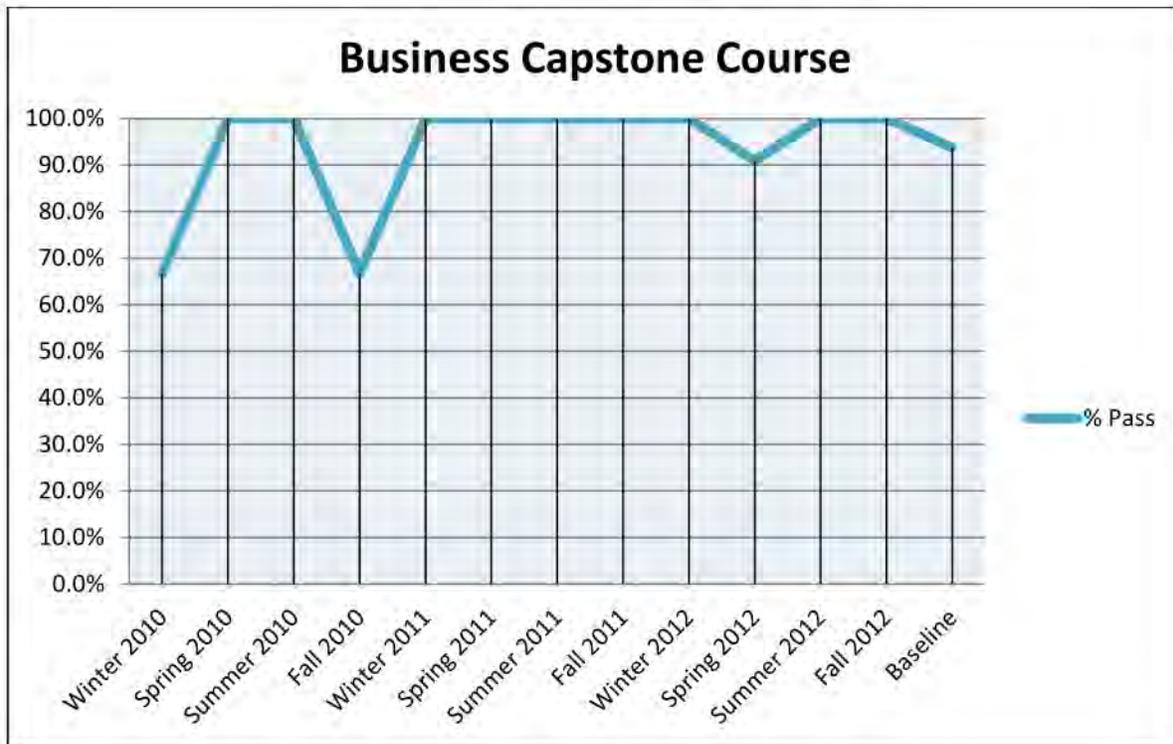
Monthly GPA per Modular Program 2012



Capstone Experience (Business Administration)

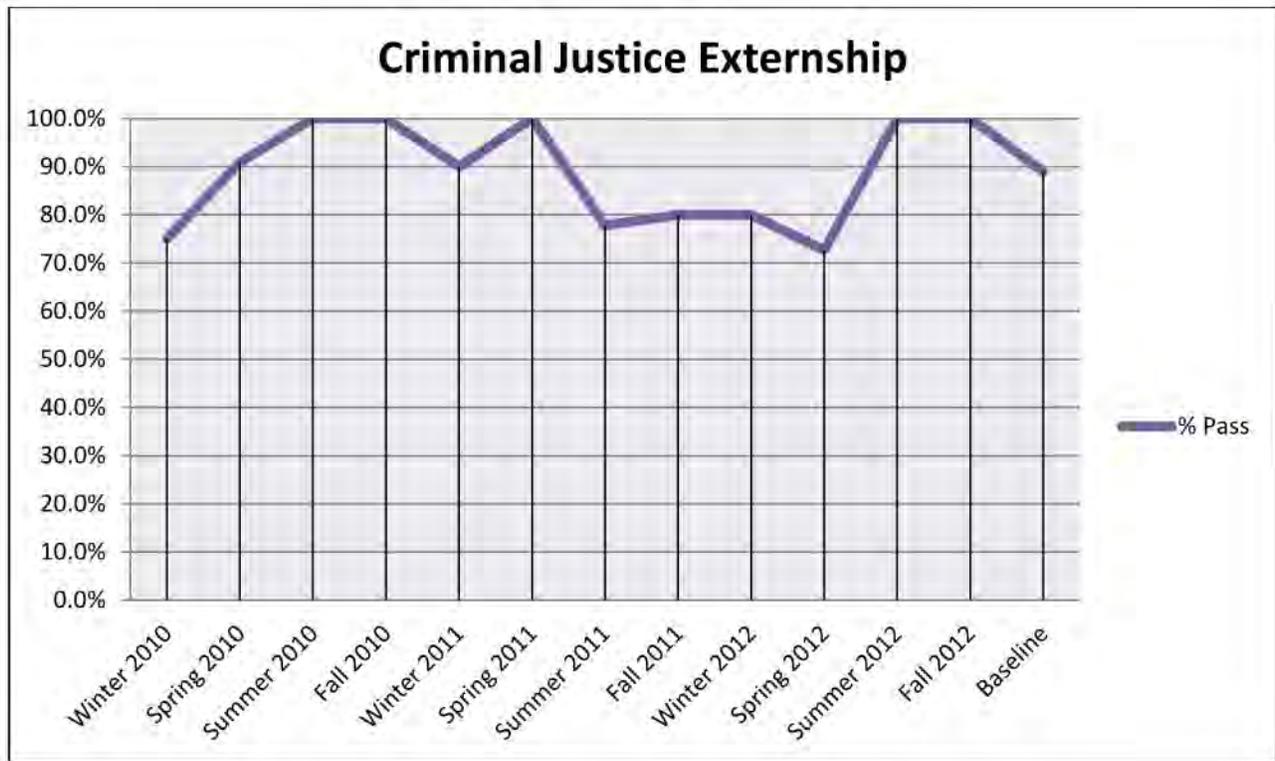
The Business Capstone course pass rates have remained high since the initial decline in 2010. A change in the primary Instructor teaches this course and the Education Chair for this program have resulted in better student engagement in this course and a higher commitment to students to pass the course, and subsequently graduate.

Based on the pass statistics for this course, the majority of students have mastered most, if not all, measurements of success upon completion of the program.



Externship Experience (Criminal Justice)

After the decline in students passing the Criminal Justice Externship in 2011, the Externship Coordinator for this program and the Instructor responsible for externship sites changed. The result of these staffing changes was a better fit between the externship and the student. This increased the satisfaction of students and they, therefore, continued attending their externship site and resulted in a passing grade. The majority of the students who were not passing their externship in 2011 failed due to their lack of attendance at the externship site. The student would become dissatisfied with the site and subsequently quit attending.



4. Goals and Monitoring

GPA Performance Goals

To establish relevant goals for each program and the campus based on the data presented, baseline rates are established. Quarterly and historical analysis will be done to determine progress against these goals. While the goal is stronger GPA's there is an obligation to also guard against grade inflation. These goals will be used as benchmarks. When the GPA exceeds standard deviation measures will be taken to access whether the cause is due to increased interest in the programs.

The goal for each degree program is to maintain a 3.00 GPA during 2013.

Program	Winter 2013	Spring 2013	Summer 2013	Fall 2013	Goal	Average GPA
Accounting – AS	3.77	4.00	4.00		3.00	
Business Administration – AAS	3.13	3.32	3.37		3.00	
Criminal Justice – AAS	3.33	3.31	3.42		3.00	

The goal for each diploma program is to maintain a 3.00 GPA.

Programs	January 2013	February 2013	March 2013	April 2013	May 2013	June 2013	July 2013	August 2013	September 2013	October 2013	November 2013	December 2013	OVERAL CGPA GOAL	AVERAGE GPA
Electrical Technician	2.86	3.05	3.04	2.94	2.99	3.03	2.87	3.00					3.00	
HVAC	3.17	3.10	3.22	3.20	3.32	3.23	3.32	3.33					3.00	
MAA	3.23	2.90	2.90	3.05	3.28	3.23	3.44	3.55					3.00	
Medical Assistant	3.15	3.29	3.33	3.40	3.33	3.25	3.26	3.43					3.00	
Pharmacy Technician	3.06	3.06	3.17	3.24	3.25	3.24	3.18	3.26					3.00	

Capstone Experience (Business Administration)

Our goal for the Business Administration Capstone is to have students achieve a pass rate of 95%.

Term	Pass	Failed	Withdrawn	Actual Pass %	Goal
Winter 2013	3	0	0	100%	95%
Spring 2013	6	0	0	100%	95%
Summer 2013	1	0	0	100%	95%
Fall 2013					95%

Externship Experience (Criminal Justice)

Our goal for the Criminal Justice externship experience is to have students achieve a pass rate of 90%.

Term	Pass	Failed	Withdrawn	Actual Pass %	Goal
Winter 2013	2	0	1	66.7%	90%
Spring 2013	3	0	0	100%	90%
Summer 2013					90%
Fall 2013					90%

5. Action Plan to Achieve Goals on Student Learning Outcome

Action Plan	Persons Responsible	Action Taken
Monitor average GPA movement term to term to assess whether improvements are due to better teaching or grade inflation using benchmarks set in the CEP.	Primary: AD Support: Chairs/ Lead Instructors	Baselines and benchmarks have been established. GPA is tracked monthly to make sure departments are in line with expectations. When a program is not aligned with expectations, either the GPA is too high or too low, a conversation with the Instructors and Education Chair is held with the Dean. In this meeting, action plans are written based on the actions identified that created the change in the GPA.

Monitor mid-term grades to effect early intervention of failing students in the all classes.	Primary: AD Support: Chairs/Lead Instructors	All student grades are monitored at mid-term. Students who are not adequately performing are given academic advising.
Make remedial education tutoring available to all students.	Primary: AD Support: All Faculty	Tutoring is available before and after class and on weekends, dependent on the program, to any and all students and is provided by faculty and student peers.
Implement the survey process and summarize data quarterly. Share quarterly data with academics and campus administration and share data annually with program advisory committee members.	Primary: DoCS Support: AD, CP	Implement survey process upon completion of graduate externship.
Career Services will administer the survey upon the student's completion of the externship requirements.	Primary: DoCS Support: AD, CP	Externship students will be surveyed upon completion of externship. Extern sites will be surveyed for evaluation of students' learning outcomes.
Gather feedback and suggestions from academics, campus administration and program advisory committee members for the purpose of establishing and implementing ongoing improvement strategies.	Primary: DoCS/AD Support: CP	Feedback from program advisory committee members is analyzed by the Senior Leadership team and appropriate actions are implemented as a result of the Advisory Committee's suggestions. Additional suggestions that impact more than just this campus are given to the Campus Support Center.
First Hour/First Call procedure to improve student attendance. Instructors call or text absent students within the first hour of class.	Faculty and Chairs/Lead Instructors	Every hour instructors call absent or tardy students to determine where they are and encourage them to come to class. Call slips are given to the Education Chair by the Instructor. The Chair then analyzes the call slips to make sure that Instructors are following through on this very important initiative.
Conduct "Save Our Student" (S.O.S.) meetings everyday	Primary: AD Support: Faculty, All Directors, Staff	We review our absence by consecutive day report and discuss any students that are at risk. We also discuss the calls our instructors make to our students, and we share our strategies by department to address at risk student issues.

G. STUDENT SATISFACTION

1. Evaluation Tools and Data Collection Methods

Everest College continually strives to improve its programs and incorporate feedback from students in making curriculum and other educational changes. One method employed to assess student satisfaction is the “WAVE” surveys performed by campus-wide operations.

Evaluation Tool	Data Collection
Student WAVE Surveys	Biannually – March and September

2. Historical Rates and Development of Baseline Data

Surveys

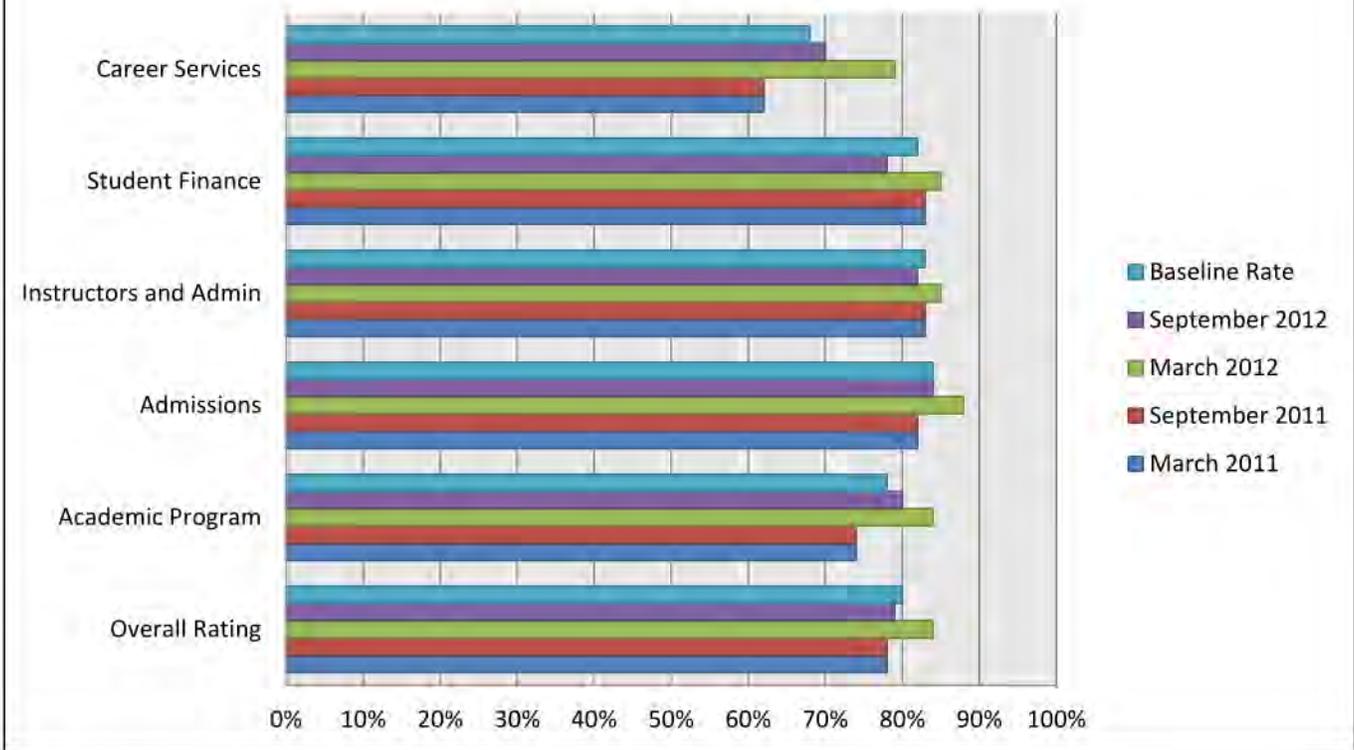
Rationale: To determine overall satisfaction of students on campus and in each support area.

	March 2011	September 2011	March 2012	September 2012	Baseline Rate
<i>Surveyed</i>	85	309	350	346	
Overall Rating	78%	78%	84%	79%	80%
Academic Program	74%	74%	84%	80%	78%
Admissions	82%	82%	88%	84%	84%
Instructors and Admin	83%	83%	85%	82%	83%
Student Finance	83%	83%	85%	78%	82%
Career Services	62%	62%	79%	70%	68%

3. Summary and Analysis of the Data

Everest College surveys students about campus-wide operations twice a year. Surveys are completed in September and March of each year. It is the goal to have a rating above 85% and to have a net promoter score of 30 or better. The most recent “Student Surveys of Campus Operations” for which we have results were completed in September 2013. Overall, the net promoter score was 30, which met benchmark goal of 30.

Student WAVE Surveys



4. Goals and Monitoring

Rationale: To establish relevant goals for each program and the institution based on the student satisfaction data presented. Baseline rates and historical analysis will determine progress against these goals.

	March 2013		September 2013*	
	Goal	Actual	Goal	Actual
Overall Composite Score	80%	75%	80%	
Admissions	80%	78%	80%	
Instructor & Administration	80%	79%	80%	
Academic Program	80%	76%	80%	
Student Finance	80%	70%	80%	
Career Services	80%	78%	80%	

*Results available in November 2013

5. Action Plan to Achieve Student Satisfaction Goals

Action Plan	Person(s) Responsible	Results YTD
Enhance the level of fun and inspiration in Orientation	Primary: CP Support: All Directors	Utilize interactive exercises in Orientation, involving the entire group in addition to motivational videos and stories. Also, invite current students to talk to incoming students about their positive experiences in school thus far.
Increase overall satisfaction with the financial aid packaging process.	Primary: DoSF Support: CP, All Directors	As part of the Total School Effort initiative, through discussions concerning the financial aid packaging process, the Student Accounts Representative (SAR) will be a more prominent source of assistance to the student body, to ensure optimal knowledge is provided during and after the packaging is complete. The SAR is also introduced in New Student Orientation to ensure students fully know her role.
Elevate awareness of the value of students' education.	Primary: AD Support: CP, All Directors	Awareness of the value of education involves multiple departments to work together. Career Services will continue to stress the end result, a career, throughout the Inspire Workshop curriculum, and beyond. Additionally, guest speakers, in addition to the faculty, are a great source in reminding students every day of their original and unique reason they decided to attend school.

H. COHORT DEFAULT RATES

1. Evaluation Tools and Data Collection Methods

The primary evaluation tool used to measure and monitor cohort default rates is the official rates released by the U.S. Department of Education each year. These rates provide a reliable means for tracking and analysis.

2. Historical Rates and Development of Baseline Data

The data for cohort default rates is collected by the U.S. Department of Education and published on an annual basis. A student finance planner completes default management activities. The role and responsibilities of this individual include entrance counseling, financial literacy workshops and exit interviews. Students are encouraged to voice any concerns about attending school and they are also advised on what to expect with regard to loan repayment.

The cohort default rates for Everest Institute – Rochester (main campus) are:

2-Year Cohort Default Rates	
FY2008	25.6
FY2009	25.5
FY2010	2.1
FY2011 (projected)	13.91

3-Year Cohort Default Rates	
FY2009	32.9
FY2010 (projected)	16.94

3. Summary and Analysis of the Data

The default rates have fluctuated between 2008 and 2010. The overall strategic cohort default rate improvement planning utilized by Corinthian’s campus support center that began in earnest in 2008 has realized its dramatic effectiveness with the publication of the 2010 cohort default rates. This dramatic and sustainable improvement is system wide as noted in a congratulatory message from the company’s CEO and Chairman of the Board, Jack Massimino, which was posted on March 1, 2012 on the company’s intranet.

4. Goals and Monitoring for 2013

The campus is striving to keep the CDR to 15% or below. Entrance and exit counseling materials were updated in 2010 and processes were established at every campus to ensure graduates were aware of the importance of repayment and the options available to them. By increasing and standardizing all borrower education-related processes and activities, we are now fully focused on better preparing our students to manage their loan obligations when they graduate. The campus believes this goal is achievable.

5. Action Plan to Achieve Cohort Default Rates

Action Plan	Person(s) Responsible	Results YTD
Extensive one-on-one entrance counseling with all new student loan borrowers (prior to signing the loan application).	CSLS Finance	Entrance counseling is conducted with each student.
All students must attend a Financial Literacy Workshop within 30 days of their start.	CSLS	This is tracked by the Director of Student Finance and the CSLS
Extensive one-on-one exit counseling with all new student loan borrowers (prior to signing the loan application).	CSLS Finance	Exit counseling is conducted for every drop and every graduate.

IV. EVIDENCE OF PLAN EFFECTIVENESS

Everest College uses retention rates, placement rates, graduation rates, student learning outcomes, graduate satisfaction, employer satisfaction, and student satisfaction as evidence of the plans effectiveness. This measures how well or effective we are at delivering curriculum, preparing students for careers, and creating an effective learning environment.

A. MEASURES OF CAMPUS EFFECTIVENESS

The following are among the measures used to assess institutional effectiveness.

- Graduate placement rates
- Student retention rates
- Graduation rates
- Graduate satisfaction surveys
- Employer satisfaction surveys
- Cumulative Grade Point Averages
- Quarterly and Modular Grade Point Averages
- Externship Affiliate Survey
- Student surveys of campus operations
- Cohort Default Rates

These measures are reported quarterly and/or annually depending on the nature of the data. Reports are provided to the President, Directors, and Regional Support teams as deemed appropriate. The data is compared to goals to measure institutional effectiveness, recognize strengths, and identify areas requiring improvement. Recommendations for continued improvement are solicited from all appropriate parties for final approval and implementation.

Conclusions drawn from an annual analysis of data can result in revisions, deletions, and additions of programs and/or program requirements. They can also lead to discussions regarding the appropriate implementation of course objectives. Finally, they can result in changes to policies and procedures as well as changes to student services provided. As an example, information from the course evaluations can be used to formulate material for in-service trainings and can be used to discuss issues regarding course delivery methods at in-service training and academic department meetings. Discussions can then occur regarding the appropriateness of curricula, the skill level of individual full-time and adjunct faculty, and other factors that might make our College more effective in achieving its philosophy and mission.

B. PLAN EFFECTIVENESS

Campus Leadership Team

In order to assess the effectiveness of the institution in meeting its mission, Everest College has established a committee tasked with periodically reviewing the components of the CEP and determining progress towards institutional goals. The core members of the team include the President, Director of Admissions, Academic Dean, Director of Financial Aid, and Director of Career Services. Other members of the College staff are asked to consult with the core members as needed. The leadership team assists with the implementation of CEP activities, but ultimately, the implementation of the CEP itself is the responsibility of the School President.

CEP Faculty and Staff Involvement

Each member of the core management team acts as a liaison between the team and all staff members within that manager's department. These managers bring items to the management team for review and consideration and take information and action items away from the team meetings and present them to his or her department. In this way, all staff and faculty have input into the construction of the CEP and are aware of the College's progress towards its overall goals. In addition, full staff meetings are held each quarter and the entire staff is updated on CEP outcomes.

C. REGULATORY COMPLIANCE

Another measure of institutional effectiveness is maintaining full compliance with applicable regulatory bodies. Everest College currently enjoys recognition, licensing and/or approval from the following educational agencies:

TEXAS WORKFORCE COMMISSION

The College is Approved and Regulated by the Texas Workforce Commission, Career Schools and Colleges, Austin, Texas. The Texas Workforce Commission also regulates the Workforce Investment Act of Texas and has approved Everest College as a training provider under this program.

TEXAS HIGHER EDUCATION COORDINATING BOARD

Everest College has received a Certificate of Authorization to grant degrees from the Texas Higher Education Coordinating Board, Austin, Texas.

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS (ACICS)

Everest College is currently accredited by ACICS to award academic associates degrees and diplomas. This grant of accreditation is in conjunction with the main campus in Rochester, New York. The Accrediting Council for Independent Institutes and Schools (ACICS) is listed as a nationally recognized accrediting agency by the United States Department of Education. Its accreditation of degree-granting institutions also is recognized by the Council for Higher Education Accreditation.

ACCREDITING BUREAU OF HEALTH EDUCATION SCHOOLS (ABHES)

The Medical Assistant diploma program at Everest College is accredited by the Accrediting Bureau of Health Education Schools (ABHES), 7777 Leesburg Pike, Suite 314 N, Falls Church, VA 22043, 703.917.9503

U.S. DEPARTMENT OF EDUCATION

Everest College is in full compliance with the Title IV requirements. Independent agencies are utilized to complete audits to satisfy requirements of federal and non-federal funding sources.

V. CONCLUSIONS

A. LOCATION OF DOCUMENTATION

The ACICS Campus Accountability Report and supporting documentation is kept in the President's office. Employer surveys, employment verifications, and graduate surveys are kept in the Career Services office. Faculty evaluations are kept in the employee personnel files or in a file located in the President's office. Faculty and education management professional development files are kept in the Director of Education's Office. Summaries of the Student Surveys of Campus Operations are kept in the President's office. Default rate letters from the U.S. Department of Education are filed in the Finance office. The Campus Effectiveness Plan is located in the President's Office.

B. SUMMARY

Everest College, its faculty, staff, and administrators, recognize the importance of establishing both long and short-term goals to aid in its achieving its mission. The administrative staff recognizes the importance of developing and analyzing data concerning curricula, faculty, and students, both those who continue on to graduation, as well as those who withdraw. The sharing of data with Directors, lead instructors, faculty, and staff provides additional input into the

analysis of the data and into the development of plans to address identified areas of concern. The implementation of the initiatives to improve retention and placement is monitored and adjustments made as necessary.

Everest College seeks to continuously obtain feedback in all areas of operation in order to provide the highest quality education to its students and to the community

The Campus Effectiveness Plan is a living document. Everest College will strive to continually review student evaluations, employer surveys, graduate input and other measures to continually improve the educational experience of its students.

ACICS Program Improvement Plan

Program	Retention	Placement	Licensure	Compliance	Improvement	Licensure	Analysis of Issue	Current and Planned Strategies/Activities	Individual(s) Responsible	Realized and Expected Outcomes
Criminal Justice	57.3%	29.4%		X	X		<p>Placement The MidCities Campus has experienced several challenges as it relates to successfully placing Criminal Justice students in field, which—in part—may be attributed to the following: •Overall economic environment, (i.e., more stringent hiring requirements, fewer jobs available with greater expectations associated with higher level skills, more experience and TCLOSE affiliation typically required for law enforcement employment opportunities in the state of Texas; •The professional skills of the average graduate needs enhancement (interviewing resume writing, typing, office equipment, business etiquette); •The unwillingness of many graduates to accept entry-level employment in field in an effort to begin gaining experience which is primarily due to many currently working jobs out of field, paying more.</p> <p>Retention A significant number of criminal justice majors have difficulty with attendance. Most have to work full-time jobs while attending classes two or more days/nights per week. These attendance issues have a direct correlation to academic success. These students are deemed vulnerable to attrition based upon research showing that a student's attendance/GPS are variables closely associated with college withdrawal.</p>	<p>Placement Our strategy is to place at least 65% of the Criminal Justice graduates, in field, within 90 days of graduation, which we plan to achieve by implementing/revisiting the following: •Adequately staff the Career Services Department to include the hiring of one additional Career Rep to be partnered with an Account Rep to manage the CJ program. The expectation of this partnership is for the Career Rep to enhance the students' employability skills through ongoing coaching and skills development activities to include a series of five Inspire Workshops; Conversely, the Account Rep will be responsible for securing employment opportunities that align more with the expected 70% of skills learned in school; •Partner with the CJ community, beginning with the CJ Program Chair, to seek out more qualified employment opportunities, in field; •Increase the number of CJ Extern Hiring sites with the minimum goal of achieving a 50% hiring rate from extern sites; •Partner with other campuses offering the CJ program in an effort to benchmark their strategies. •Continue with current activities to include: •Conducting weekly Virtual Career Fairs which allows students to search for job and complete online employment applications, create resumes and participate in video-taped mock interviews; •Quarterly Career Fairs; Employer Visits; PAC (Advisory) Meetings; Career Clubs; Inspire Workshops;</p> <p>Retention •Contact at-risk students (email, text message, phone) daily to create plan for improvement and meet with the program chair to discuss reasons for poor academic performances and/or attendance issues. •The program chair will provide students with additional support by helping them access available campus resources and strengthening the relationship between the student and faculty members. •Increase availability for tutoring. Post sign-up sheets in common areas and communicate to students. •Integrate practitioners (i.e. police chiefs, district attorneys, other hiring administrators) into our Guest Speaker pool. •Faculty and program chair will develop and maintain collaborations or partnerships with community leaders, and area agencies.</p>	<p>Placement Director of Career Services, CJ Career Rep, CJ Account Rep and Extern Administrator</p> <p>Retention Academic Dean, Program Director, Faculty</p>	<p>Placement We closed out 2012 with a 29.41% placement rate for CJ. To date, we are at a 31.58% placement rate resulting in a 7.4% increase with 5 months remaining in the cohort year (2013). In order to achieve the placement goal of 70% by the end of the cohort period, we will need to place 11.5 more CJ grads with a run rate of 0.4 per week.</p> <p>Retention Retention has improved since October 2012 to 58.3%; overall attendance in the program is 86% for this same period.</p>
Pharmacy Technician	76.9%	55.4%			X		<p>The greatest challenge that the PT program faces is the strict certification requirements imposed by many of the employers in the state of Texas in addition to the below: • Background issues (in some cases obtained while in school) can inhibit employment opportunities; • Soft skills enhance; • Economic climate has resulted in employers offering lower starting wages, particularly with retail pharmacies; • Grads unwilling to think outside of the box as many seem to prefer hospital settings over retail.</p>	<p>Our strategy is to place at least 65% of the PT graduates, in field, within 90 days of graduation, which we plan to achieve by implementing/revisiting the following: •Hire one additional Career Rep who would be partnered with the PT and CJ Account Rep to enhance student/graduate skills for the benefit of increasing employment opportunities that align more with the expected 70% of skills learned in school; •Conduct Inspire Workshops monthly designed to enhance the students' soft skills; •Offer weekly refresher courses to enhance technical skills and to prepare the student to take the PT certification exam prior to going out on externship; •Expand employment opportunities to include employers willing to pay a higher wage; •Increase the Extern to Hire ratio to 50% •Expand employment opportunities to include additional hospital settings;</p>	<p>Director of Career Services, PT Career Rep, PT Account Rep, PT Extern Administrator</p>	<p>We closed out 2012 with a 55.42% placement rate for PT. We are trending nicely at 64% to date with the expectation of reaching the target goal of 70% by the end of the cohort period by placing a total of 37.20 more grads with a weekly run rate of 1.4.</p>
<p>Programmatic Placement Benchmark: 58%, if below 58% but above 47% = Improvement Warning & if below 47% on Compliance Warning</p>										
<p>Programmatic Retention Benchmark: 62%</p>										

Planning = 62% Retention, 58% Placement, 60% Licensure
Compliance = 52% Retention, 47% Placement, 40% Licensure

Red Text = Compliance
Blue Text = Planning



Accrediting Council for Independent Colleges and Schools

ACADEMIC CREDIT ANALYSIS

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See **INSTRUCTIONS worksheet for detailed instructions.**

Inst ID: 00020754	Institution Name: Everest College
Program Name: Electrical Technician	Program Length (wks): 36.00

Identify the institution's unit of credit [SELECT ONE]

Clock	Adjust the school's credit hour conversion ratio if different from minimums below		
<input checked="" type="checkbox"/> Quarter	10 lecture hrs	20 laboratory hrs	30 practicum hrs
<input type="checkbox"/> Semester	15 lecture hrs	30 laboratory hrs	45 practicum hrs

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.

*DE = Distance Education

TOTALS				460.00	260.00	-	720.00	46.00	13.00	-	59.00	
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Adjusted Credits Awarded
				Lecture	Lab	Practicum Internship Externship	TOTAL clock /contact hours	Lecture	Lab	Intern Extern		
EEV 1030	Electrical Theory	N	N	80.00			80.00	8.00	-	-	8.0	
EEV 1176	NEC/Safety/Hand Tools and Conduit Bending	N	N	40.00	40.00		80.00	4.00	2.00	-	6.0	
EEV 1174	Residential/Commercial and NEC Requirements	N	N	40.00	40.00		80.00	4.00	2.00	-	6.0	
EEV 1271	Transformer Principles and Test Equipment	N	N	40.00	40.00		80.00	4.00	2.00	-	6.0	
EEL 1208	Power Distribution	N	N	60.00	20.00		80.00	6.00	1.00	-	7.0	
EEV 2192	Hazardous Locations & Renewable Energy	N	N	60.00	20.00		80.00	6.00	1.00	-	7.0	
EEV 2033	Motor Concepts	N	N	60.00	20.00		80.00	6.00	1.00	-	7.0	
EEV 2038	Advanced Industrial Controls	N	N	40.00	40.00		80.00	4.00	2.00	-	6.0	
EEV 2039	Solid State Controls and Industrial Automation	N	N	40.00	40.00		80.00	4.00	2.00	-	6.0	
							-	-	-	-	-	
							-	-	-	-	-	
							-	-	-	-	-	
							-	-	-	-	-	

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.



Accrediting Council for Independent Colleges and Schools

ACADEMIC CREDIT ANALYSIS

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See **INSTRUCTIONS** worksheet for detailed instructions.

Inst ID: 00020754	Institution Name: Everest College		
Program Name: Medical Insurance Billing and Coding		Program Length (wks):	33.00

Identify the institution's unit of credit [SELECT ONE]

<input type="checkbox"/>	Clock	Adjust the school's credit hour conversion ratio if different from minimums below			
<input checked="" type="checkbox"/>	Quarter	10 lecture hrs	20 laboratory hrs	30 practicum hrs	
<input type="checkbox"/>	Semester	15 lecture hrs	30 laboratory hrs	45 practicum hrs	

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.

*DE = Distance Education

Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Adjusted Credits Awarded
				280.00	280.00	200.00	760.00	28.00	14.00	6.67		
				Lecture	Lab	Practicum Internship Externship	TOTAL clock /contact hours	Lecture	Lab	Intern Extern		
MEDINTRO	Introduction to Medical Terminology, Keyboarding, Word Processing, Basic Math, Insurance Coding, and Administrative Duties of Medical Personnel	N	N	40.00	40.00		80.00	4.00	2.00		6.0	
MIBCL	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Cardiovascular and Lymphatic Systems	N	N	40.00	40.00		80.00	4.00	2.00		6.0	
MIBGU	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Genitourinary System	N	N	40.00	40.00		80.00	4.00	2.00		6.0	
MIBIE	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Integumentary and Endocrine Systems, and Pathology	N	N	40.00	40.00		80.00	4.00	2.00		6.0	
MIBMS	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Musculoskeletal System	N	N	40.00	40.00		80.00	4.00	2.00		6.0	
MIBRG	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Respiratory and Gastrointestinal Systems	N	N	40.00	40.00		80.00	4.00	2.00		6.0	
TOTALS				280.00	280.00	200.00	760.00	28.00	14.00	6.67	48.67	48.00



Accrediting Council for Independent Colleges and Schools

ACADEMIC CREDIT ANALYSIS

Rev. Sep. 2011

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See **INSTRUCTIONS** worksheet for detailed instructions.

Inst ID: 00020754	Institution Name: Everest College
Program Name: Pharmacy Technician	Program Length (wks): 192.00

Identify the institution's unit of credit [SELECT ONE]	<input type="checkbox"/> Clock <input checked="" type="checkbox"/> Quarter <input type="checkbox"/> Semester	Adjust the school's credit hour conversion ratio if different from minimums below												
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">10</td> <td style="width: 25%;">lecture hrs</td> <td style="width: 25%; text-align: center;">20</td> <td style="width: 25%;">laboratory hrs</td> </tr> <tr> <td style="text-align: center;">30</td> <td>practicum hrs</td> <td style="text-align: center;">15</td> <td>lecture hrs</td> </tr> <tr> <td style="text-align: center;">30</td> <td>laboratory hrs</td> <td style="text-align: center;">45</td> <td>practicum hrs</td> </tr> </table>	10	lecture hrs	20	laboratory hrs	30	practicum hrs	15	lecture hrs	30	laboratory hrs	45	practicum hrs	
10	lecture hrs	20	laboratory hrs											
30	practicum hrs	15	lecture hrs											
30	laboratory hrs	45	practicum hrs											

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.

*DE = Distance Education

		TOTALS		280.00	280.00	200.00	760.00	28.00	14.00	6.67	48.67	48.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Adjusted Credits Awarded
				Lecture	Lab	Practicum Internship Externship	TOTAL clock /contact hours	Lecture	Lab	Intern Extern		
Module A	Administration of Medications and Pharmacology of the Endocrine/Lymphatic Systems	N	N	40.00	40.00		80.00	4.00	2.00	-	6.0	
Module B	Aspects of Retail Pharmacy and Pharmacology of the Nervous System	N	N	40.00	40.00		80.00	4.00	2.00	-	6.0	
Module C	History and Ethics of Pharmacy and Pharmacology of the Respiratory System & Nuclear Oncology Pharmacy Practice	N	N	40.00	40.00		80.00	4.00	2.00	-	6.0	
Module D	Infection Control, Medication Errors and Alternative Medicine and Pharmacology of the Integumentary System and Senses	N	N	40.00	40.00		80.00	4.00	2.00	-	6.0	
Module E	Administrative Aspects of the Pharmacy Technician & Pharmacology of the G.I. and Muscular System	N	N	40.00	40.00		80.00	4.00	2.00	-	6.0	
Module F	Aspects of Hospital Pharmacy and Pharmacology of the Urinary and Reproductive System	N	N	40.00	40.00		80.00	4.00	2.00	-	6.0	
Module G	Home Health Care, Pharmacy Operations and Pharmacology of the Cardiovascular, Circulatory and Skeletal System	N	N	40.00	40.00		80.00	4.00	2.00	-	6.0	
Module X	Clinical Externship	N	N			200.00	200.00	-	-	6.67	6.7	6.00

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.



Accrediting Council for Independent Colleges and Schools

ACADEMIC CREDIT ANALYSIS

Rev. Sep. 2011

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See **INSTRUCTIONS** worksheet for detailed instructions.

Inst ID: 00020754	Institution Name: Everest College
Program Name: Business Administration (AAS)	Program Length (wks): 96.00

Identify the institution's unit of credit [SELECT ONE]	Clock	Adjust the school's credit hour conversion ratio if different from minimums below						
	X	Quarter	10	lecture hrs	20	laboratory hrs	30	practicum hrs
		Semester	15	lecture hrs	30	laboratory hrs	45	practicum hrs

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.

*DE = Distance Education

		TOTALS		920.00	80.00		1,000.00	92.00	4.00		96.00	96.00
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Adjusted Credits Awarded
				Lecture	Lab	Practicum Internship Externship	TOTAL clock /contact hours	Lecture	Lab	Intern Extern		
COLLEGE CORE REQUIREMENTS												
CGS 2510 C	Applied Spreadsheets	N	Y	30.00	20.00		50.00	3.00	1.00		4.0	
CGS 2060C	Computer Applications	N	Y	30.00	20.00		50.00	3.00	1.00		4.0	
OST 1149L	Keyboarding	N	N		40.00		40.00		2.00		2.0	
MAJOR CORE REQUIREMENTS												
APA 2111	Principles of Accounting I	N	Y	40.00			40.00	4.00			4.0	
APA 212	Principles of Accounting II	N	Y	40.00			40.00	4.00			4.0	
APA 2161	Introductory Cost/Managerial Accounting	N	Y	40.00			40.00	4.00			4.0	
ACG 2021	Introduction to Corporate Accounting	N	Y	40.00			40.00	4.00			4.0	
BUL 2131	Applied Business Law	N	Y	40.00			40.00	4.00			4.0	
FIN 1103	Introduction to Finance	N	Y	40.00			40.00	4.00			4.0	
MAN 1030	Introduction to Business	N	Y	40.00			40.00	4.00			4.0	
MAN 2012	Principles of Management	N	Y	40.00			40.00	4.00			4.0	
MAN 2300	Introduction to Human Resources	N	Y	40.00			40.00	4.00			4.0	
SBM 2000	Small Business Management	N	Y	40.00			40.00	4.00			4.0	
MAR 1011	Introduction to Marketing	N	Y	40.00			40.00	4.00			4.0	
MAR 2305	Customer Relations and Servicing	N	Y	40.00			40.00	4.00			4.0	
MAN 2727	Strategic Planning for Business	N	Y	40.00			40.00	4.00			4.0	
BCC 2456	Business Capstone Course	N	N	60.00			60.00	6.00			6.0	
GENERAL EDUCATION CORE REQUIREMENTS												
ENC 1101	Composition I	Y	Y	40.00			40.00	4.00			4.0	
ENC 1102	Composition II	Y	Y	40.00			40.00	4.00			4.0	
MAT 1033	College Algebra	Y	Y	40.00			40.00	4.00			4.0	
PHI 2100	Critical Thinking	Y	N	40.00			40.00	4.00			4.0	
PSY 2012	General Psychology	Y	Y	40.00			40.00	4.00			4.0	



Accrediting Council for Independent Colleges and Schools

ACADEMIC CREDIT ANALYSIS

To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See **INSTRUCTIONS** worksheet for detailed instructions.

Inst ID:	00020754	Institution Name:	Everest College
Program Name:	Criminal Justice (AAS)	Program Length (wks):	96.00

Identify the institution's unit of credit [SELECT ONE]	Clock	Adjust the school's credit hour conversion ratio if different from minimums below					
X	Quarter	10	lecture hrs	20	laboratory hrs	30	practicum hrs
	Semester	15	lecture hrs	30	laboratory hrs	45	practicum hrs

If credits are awarded less than represented in the Total Credits Awarded column, insert in the Adjusted Credits Awarded and the Total Credits Awarded will reflect the adjustment.

*DE = Distance Education

TOTALS				890.00	60.00	120.00	1,070.00	89.00	3.00	4.00	96.00	
Course Number	Course Titles	Gen Ed (Y/N)	*DE (Y/N)	CONTACT HOURS				ACADEMIC CREDIT HOURS			Total Credits Awarded	Adjusted Credits Awarded
				Lecture	Lab	Practicum Internship Externship	TOTAL clock /contact hours	Lecture	Lab	Intern Extern		
COLLEGE CORE REQUIREMENTS												
BUL 2131	Applied Business Law	N	Y	40.00			40.00	4.00			4.0	
CGS 2060C	Computer Applications	N	Y	30.00	20.00		50.00	3.00	1.00		4.0	
MAN 1030	Introduction to Business	N	Y	40.00			40.00	4.00			4.0	
MAN 2012	Principles of Management	N	Y	40.00			40.00	4.00			4.0	
MAR 2305	Customer Relations and Servicing	N	Y	40.00			40.00	4.00			4.0	
OST 1149L	Keyboarding	N	N		40.00		40.00		2.00		2.0	
MAJOR CORE REQUIREMENTS												
CCI 1017	Criminology	N	Y	40.00			40.00	4.00			4.0	
CCI 1020	Introduction to Criminal Justice	N	Y	40.00			40.00	4.00			4.0	
CJL 2130	Criminal Evidence	N	Y	40.00			40.00	4.00			4.0	
CJL 2132	Criminal Procedure	N	N	40.00			40.00	4.00			4.0	
CJE 2600	Criminal Investigation and Police Procedures	N	Y	40.00			40.00	4.00			4.0	
CCI 2252	Constitutional Law for the Criminal Justice Professional	N	N	40.00			40.00	4.00			4.0	
CJC 2000	Introduction to Corrections	N	Y	40.00			40.00	4.00			4.0	
CCI 2358	Criminal Justice Communications	N	N	40.00			40.00	4.00			4.0	
CCI 2501	Juvenile Justice	N	Y	40.00			40.00	4.00			4.0	
CJT 2940	Criminal Justice Externship	N	N	20.00		120.00	140.00	2.00		4.00	6.0	
CCI 2943	Current Issues in Criminal Justice	N	Y	40.00			40.00	4.00			4.0	

CERTIFICATE OF ACCREDITATION

THIS CERTIFICATE IS AWARDED TO

EVEREST COLLEGE
ARLINGTON, TEXAS

ABHES PROGRAMMATIC SCHOOL - MEDICAL ASSISTANT

This certificate serves as evidence that the named program has been inspected, evaluated and found, by a qualified panel, to comply with accreditation standards established by ABHES and is capable of educating students for entry level employment in the Medical Assistant field.

(b)(6)
ABHES Chair

(b)(6)
ABHES Executive Director

August 15, 2011
Date

August 15, 2011
Date

December 31, 2014
Grant Expiration





INVENTORY OF EQUIPMENT

750 First Street, NE, Suite 980
 Washington, DC 20002-4241
 TEL: (202) 336-6780
 FAX: (202) 842-2593
 www.acics.org

Include equipment used directly in the educational activities of the institution; do not include administrative equipment.

Name of Institution Everest College Mid Cities 614

City, State, Zip Arlington, TX 76011

COMPUTERS	NUMBER	AVE AGE	OWN/LEASE
Workstations – Pharm Lab	2	New	Own
Workstations – Classroom	150	New	Lease
Workstations – LRC	11	New	Lease
Workstations – Career Services	4	New	Lease
Workstations – Testing Lab	8	New	Lease
Workstations – Electrical Lab	7	New	Lease

OTHER INSTRUCTIONAL EQUIPMENT	NUMBER	AVE AGE	OWN/LEASE
LaserJet Quality Printer	7	New	Own
EKG machine	6	6 years	Own
Centerfuge	2	6 years	Own
Diagnostic Set Wall Unit	8	6 years	Own
Full skeletal model	5	6 years	Own
Microscope	13	6 years	Own
Exam tables	6	6 years	Own
Scales	10	2 years	Own
Wheel Chair	2	6 years	Own
Walkers	2	6 years	Own
Canes	2	6 years	Own
Crutches	7	6 years	Own
Sterilizer	2	6 years	Own
Hydro collator	2	6 years	Own
Floor exam lamps	5	6 years	Own
Infant scales	4	6 years	Own
Half torsel	5	6 years	Own
Urine centerfuge	2	6 years	Own
Mobile blood pressure machine	8	6 years	Own
Mayo trays	6	6 years	Own
IV posts	2	6 years	Own
Horizontal Flow Hoods	2	5+	Own
Class III Balance and weights	1	2	Own
Cash Register	1	2	Own
ALNOR Flow hood	1	4yrs	own
DIABLO Recovery Pumps	21	4yrs	own

PLATINUM	Vacuum Pumps	14	4yrs	own
TIF	Refrigerant Scales	9	4yrs	own
UNIWELD	Small Torches	8	4yrs	own
UNIWELD	Large Torch	1	4yrs	own
THERMAL	Vacuum Gauges	10	4yrs	own
NORDYNE & GOODMAN	mixed AC Systems	5	1-4yrs	own
NORDYNE	Heat pump Systems	4	4yrs	own
GRAND AIRE	Gas Heat Systems	8	4yrs	own
NORDYNE	Package AC Systems	2	4yrs	own
TIN KNOCKER	Seam Machine	1	4yrs	own
COPELAND	½ ton Refrigeration Condensers	20	4yrs	own
Green Lee	555 Bender	1	4yrs	own
Green Lee	840AH	18	4yrs	own
Green Lee	842AH Bender	6	4yrs	own
Green Lee	690 Fishing System	1	4yrs	own
Shop	Vac	1	2yrs	own
Ramset		2	4yrs	own
Dewalt	Hand Drills	12	4yrs	own
Rothenberger	Pipe Threader	1	4yrs	own
Green Lee	Hydrolic Bender 777	1	4yrs	own
TIN KNOCKER	Stomp Sheer	1	4yrs	own
	45 Degree Flaring Tool	1	4yrs	own
TIN KNOCKER	Brake	1	4yrs	own
Green Lee	Fishing System	1	4yrs	own
	Oscilloscope	1	4yrs	own
	Miscellaneous Meters	12	4yrs	own
	Transformer Trouble lab stations	12	4yrs	own
	Snap-on Tool cabinet full of Miscellaneous hand tools	1	4yrs	own
	Miscellaneous Hand tools	6	4yrs	own
	PLC Trouble lab stations	12	4yrs	own

AUDIO-VISUAL EQUIPMENT	NUMBER	AVE AGE	OWN/LEASE
SmartBoards	21	New	Own

Everest

COLLEGE

2014-2015 CATALOG

<http://www.everest.edu>

<p>Everest College 5237 North Riverside Drive, Suite 100 Fort Worth, TX 76137 (817) 838-3000 (817) 838-2040 (fax)</p> <p>An Additional Location of Everest College 3280 West 3500 South Salt Lake City, Utah 84119 (801) 840-4800</p>	<p>Everest College 300 Six Flags Drive, Suite 100 Arlington, Texas 76011 (817) 652-7790 (817) 649-6033 (fax)</p> <p>An Additional Location of Everest Institute 1630 Portland Avenue Rochester, NY 14621 (716) 266-0430</p>
<p>Everest College 6080 North Central Expressway Dallas, Texas 75206 (214) 234-4850 (214) 696-6208 (fax)</p> <p>An Additional Location of Everest College 425 S.W. Washington Street Portland, Oregon 97204 (503) 222-3225</p>	<p>Everest College La Gran Plaza de Fort Worth 4200 South Freeway Ste. 1940 Fort Worth, TX 76115 (817) 566-7700 (817) 927-0409 (fax)</p> <p>An Additional Location of Everest College 1815 Jet Wing Drive Colorado Springs, CO 80916 (719) 638-6580</p>

Publishing Date January 1, 2014

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Effective January 1, 2014, through December 31, 2015

PRESIDENT'S MESSAGE

We would like to welcome you to Everest College, a school that provides a friendly, small-campus atmosphere where our dedicated staff can take a personal interest in the progress of each student. This caring attitude, combined with progressive curricula, affords our students a meaningful higher education experience, as well as effective preparation for a wide variety of careers.

Obtaining a postsecondary education gives our graduates a competitive edge in their career field and will make the difference when they are considered for professional advancement. Our programs are designed for employment in the state of Texas as well as other progressive areas throughout the country.

Our goal is to provide our students with quality instruction, a sense of professional responsibility, a desire for life-long learning, and the essential skills and abilities to qualify them for their chosen career.

We have made every effort to fulfill our obligations to those who have entrusted their educational and career goals to Everest. We invite all interested parties, therefore, to visit our campus and review our programs. Our experienced admissions officers will assist in the important process of identifying the program best suited for the candidate's special interests, talents, and goals.

Benjamin Franklin once said, "If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest."

All additional addenda become an integral part of this catalog as of their effective date.

The information contained in this catalog, supplements and addenda (if applicable) is true and correct to the best of my knowledge. Any addenda become an integral part of this catalog as of their effective date.

Sincerely,

(b)(6)

Sandra Muskopf, President
Arlington Campus

(b)(6)

Erin Henry, President
Dallas Campus

(b)(6)

James Cooper, President
Fort Worth Campus

(b)(6)

Kimberly Oppermann, President
Fort Worth South Campus

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ABOUT EVEREST COLLEGE

CORINTHIAN COLLEGES, INC.

Everest College is a part of Corinthian Colleges, Inc. (CCi). CCi was formed in 1995 to own and operate schools across the nation that focus on high-demand, specialized curricula. CCi is continually seeking to provide the kind of educational programs that will best serve the changing needs of students, business and industry.

With headquarters in Santa Ana, California, and schools in various states, CCi provides job-oriented education and training in high-growth, high-technology areas of business and industry. The curricular focus is on allied health, business, and other programs that have been developed based on local employer needs. Students use modern equipment and facilities, similar to the kind they can expect to find on the job. CCi provides people entering or reentering today's competitive market with practical, skill-specific education vital to their success.

Corinthian Colleges, Inc. is dedicated to providing education and training that meets the current needs of business and industry. Under CCi ownership, the School maintains its long-standing reputation for innovation and high-quality private education.

MISSION

The mission of the College is to prepare students to enter, prosper in, and meet the needs of the employment community served. To accomplish this purpose, the College offers a variety of career-oriented instructional programs and academic counseling services. The College believes that preparing students for participation in the working community is an important mission and a service to society. The College is dedicated to the ideal that all students should have the opportunity to reach their full potential. The College is concerned with developing, in all students, the quest for knowledge and skills necessary for life-long learning in their chosen field.

OBJECTIVES

- To assess industry trends continually and develop compatible classroom academic practices and experiential learning opportunities;
- To develop curriculum programs that allow students the opportunity to master entry-level career skills;
- To provide faculty who are professionally prepared to teach in a career-oriented environment;
- To create an atmosphere of learning, partnership, trust, and support among students, administrators, and staff;
- To provide students with opportunities for membership in supportive peer activities to encourage the development of self-sufficiency and leadership qualities;
- To provide career-long placement assistance.

SCHOOL HISTORY AND DESCRIPTION

EVEREST COLLEGE – ARLINGTON

The Arlington, Texas, campus of Everest College is conveniently located near the Six Flags, at the Division Street exit from U.S. Highway 360. The campus has over 51,500 square feet containing 22 classrooms, Medical Assistant laboratories, Electrical Technician and Heating, Ventilation and Air Conditioning (HVAC) laboratories, lecture rooms, administrative offices, student lounge, restrooms and a library containing computers, reference and reading materials related to the academic programs. Several classrooms are designed and equipped for laboratory instruction. Equipment used for training includes: personal computers, Smart Boards, printers, and medical laboratory equipment such as autoclave, microscopes, manikins, sphygmomanometers, and EKG machines. Equipment for the Pharmacy Technician program also includes two Laminar Flo Hoods. Equipment for the HVAC program includes welding equipment, AC units and other materials used to teach the HVAC material. The Electrical Technician program includes wiring and pipe bending equipment.

Everest College was opened in Arlington, Texas, in June 2003, as an additional location of Everest Institute in Rochester, New York. This institution, the facilities it occupies and the equipment it uses comply with all federal, state and local ordinances and regulations, including those related to fire safety, building safety and health.

EVEREST COLLEGE – FORT WORTH

The Fort Worth, Texas, campus of Everest College is conveniently located near the intersection of I 35E and Northeast Loop 820. The facility has over 32,000 square feet containing 13 classrooms, administrative offices, student lounge, restrooms and a resource center containing computers and reference and reading materials related to the academic programs. Several classrooms are designed and equipped for laboratory instruction. Equipment used for training includes: personal computers, Smart Boards, printers, and medical laboratory equipment such as autoclave, microscopes, manikins, sphygmomanometers, and EKG machines; Dental Equipment such as Cabinet X-Ray machines and X-ray Processors, Model Trimmers, High Speed and Slow Speed Hand Pieces and Vacuum Form Machines.

The College opened in August 2004 as an additional location of Everest College in Salt Lake City, Utah. This institution, the facilities it occupies and the equipment it uses comply with all federal, state and local ordinances and regulations, including those related to fire safety, building safety and health.

EVEREST COLLEGE – DALLAS

The Dallas, Texas, campus of Everest College is conveniently located on the east frontage road of North Central Expressway. The campus has over 43,000 square feet containing 25 classrooms, medical assisting laboratories, lecture rooms, administrative offices, student lounge, restrooms and a library containing computers and reference and reading materials related to the academic programs. Several classrooms are designed and equipped for laboratory instruction. Equipment used for training includes: personal computers, Smart Boards, printers, and medical laboratory equipment such as autoclave, microscopes, manikins, sphygmomanometers, and EKG machines.

Everest Institute was opened in Dallas, Texas, in January, 2003. The name of the institution was changed to Everest College in April 2003. Dallas campus is an additional location of Everest College in Portland, Oregon. This institution, the facilities it occupies and the equipment it uses comply with all federal, state and local ordinances and regulations, including those related to fire safety, building safety and health.

EVEREST COLLEGE – FORT WORTH SOUTH

The Fort Worth South campus of Everest College is located at La Gran Plaza de Fort Worth at 4200 South Freeway, Suite 1940 in Fort Worth, Texas. The facility has 39,271 square feet containing classrooms, administrative offices, student lounge, restrooms and a resource center containing computers and reference and reading materials related to the academic programs. Several classrooms are designed and equipped for laboratory instruction.

Everest College was opened in Fort Worth, Texas, in May 2010 as an additional location of Everest College in Colorado Springs, Colorado. This institution, the facilities it occupies and the equipment it uses comply with all federal, state and local ordinances and regulations, including those related to fire safety, building safety and health.

INSTITUTIONAL ACCREDITATION

Everest College is accredited by the Accrediting Council for Independent Colleges and Schools to award academic associates degrees and diplomas. The Accrediting Council for Independent Colleges and Schools is listed as a nationally recognized accrediting agency by the United States Department of Education and is recognized by the Council for Higher Education Accreditation. The Accrediting Council for Independent Colleges and Schools (ACICS) is located at 750 First Street, NE, Suite 980, Washington, D.C. 20002-4241; (202) 336-6780 (<http://www.acics.org>).

APPROVALS AND MEMBERSHIPS

- Approved and regulated by the Texas Workforce Commission, Career Schools and Colleges, Austin, Texas
- Received Certificates of Authorization to grant degrees from the Texas Higher Education Coordinating Board, Austin, Texas
- Approved for the training of Veterans and eligible persons under the provisions of Title 38, United States Code
- Approved and regulated by the Department of Homeland Security to accept international students (Fort Worth)
- The Medical Assistant diploma program is accredited by the Accrediting Bureau of Health Education Schools (ABHES), 7777 Leesburg Pike, Suite 314 N, Falls Church, VA 22043, 703.917.9503 (Arlington, Dallas and Fort Worth South).
- Member, Career Colleges and Schools of Texas

The College does not imply, promise, or guarantee that it will maintain its affiliation with any accrediting agency for the duration of the student's enrollment and expressly reserves the right to terminate any such affiliation upon one month's notice to students. Copies of accreditation, approval and membership documentation are available for inspection at the campus. Please contact the campus president to review this material.

ADMISSIONS INFORMATION

All admissions materials, including program disclosures and enrollment agreements are presented in English only, since all programs are taught in English. Each admissions representative conducts interviews with prospective enrollees in English only as the method to determine that the prospective enrollee understands and can function in English. We do not make any accommodations to present materials or instruct courses in any other language.

REQUIREMENTS AND PROCEDURES

- High school diploma or a recognized equivalent such as the GED.
- Students must submit proof of high school graduation or a recognized equivalency certificate (GED) to the institution by providing the institution with the diploma, transcript confirming graduation, GED certificate or other equivalent documentation, a copy of which will be placed in the student file.
- If documents required for enrollment are not available at the time of application, applicants may be accepted for a limited period to allow time for receipt of all required documentation.
- Applicants are informed of their acceptance status shortly after all required information is received and the applicants' qualifications are reviewed.
- Applicants who determine that they would like to apply for admission will complete an enrollment agreement.

- Students may apply for entry at any time. Students are responsible for meeting the requirements of the catalog in effect at the time of enrollment. Students automatically come under the current catalog at reentrance after not attending for a full academic term.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS

CRIMINAL BACKGROUND CHECK

- Students enrolled in certain programs may be subject to a criminal background check prior to enrollment to ensure they are qualified to meet occupational or employment requirements, clinical or internship/externship placement requirements or licensure standards for many programs, including but not limited to those in the allied health or criminal justice fields.
- Enrollment for students may not be granted when the background check identifies a conviction, pending case, or unresolved deferral/diversion for any felonies or misdemeanors.
- A student's inability to obtain criminal background clearance may prohibit opportunities for program completion and job placement. It is the student's responsibility to contact the agency to verify conditions. The school cannot contact the background check agency.
- All students re-entering a program shall be required to complete a Criminal Background Attestation, attesting that they do not have a criminal background that would preclude them from obtaining licensure, externship or placement in their desired career field.

PHARMACY TECHNICIAN PROGRAM (ARLINGTON CAMPUS ONLY)

All applicants for the Pharmacy Technician program must have be a High School graduate or have a GED; must reach 18 years of age on or prior to the expected date of graduation; and Students must meet with the Program Director during their first module. In addition, all applicants will be required to complete a student disclosure form and undergo a background check appropriate for a license in the field which includes fingerprinting. Pharmacy Technician students will also need to meet the Texas State Board of Pharmacy requirements in order to work as a pharmacy technician following graduation.

As a service to better support our graduates, Everest College will assume the cost of the application (\$47) and the fingerprinting fee (\$42) for students to register as a pharmacy technician trainee.

Students are encouraged to seek registration or licensure as required by State Law. Failure to comply will result in being determined ineligible from the process, which will have a negative impact on career placement assistance and employment eligibility.

Texas Registration/Certification Requirements

- Graduates from the Pharmacy Technician program are required to register with the Texas State Board of Pharmacy as a pharmacy technician trainee. As a service to better support our graduates, Everest College will assume the cost of the application (\$47) and the fingerprinting fee (\$42).
- Within two years of obtaining the pharmacy technician trainee license, graduates are required to register with the Texas State Board of Pharmacy as a pharmacy technician.
 - Registration Fee: \$80-82 depending on applicant birth month. Please contact the Texas State Board of Pharmacy at (512) 305-8000 to confirm payment amount.
 - Fingerprinting Fee: \$42 unless previous fingerprinting fee was submitted
 - National Examination Fee through the Pharmacy Technician Certification Board: \$129

NURSING, ASSOCIATE OF APPLIED SCIENCE PROGRAM (FORT WORTH NORTH ONLY)

ADMISSIONS REQUIREMENTS

- a) High School graduate or have a GED.
- b) Attend a Nursing Information Session.
- c) Pass the Wonderlic entrance test with a 290 or greater on the verbal and math sections.
- d) Pass the HESI A2 entrance test with a 75% or better on the four required sections of Math, Reading, Vocabulary and Grammar.
- e) Pass the Written Essay on selected topic. Essay will be graded.
- f) Complete a personal interview with the Campus Nursing Director or designee.
- g) Complete and Pass a level II criminal background check that which includes fingerprinting-must meet all criteria of this level II background check.
- h) Complete and pass a drug screening which shows no evidence of illegal drug usage.

RANKING/SELECTION OF STUDENTS

All candidates must submit one of the following:

- 1) Official high school transcript that reflects graduation from a US high school.
- 2) Transcript from a foreign high school which has been translated, evaluated and notarized.
- 3) Official GED.

ADDITIONAL INFORMATION AND EXPLANATIONS OF ABOVE

1. **HESI Admission Assessment (A²) TEST** is designed to assess the academic and personal readiness of prospective students for higher education. It is particularly well suited for prospective students in the health science fields, though it is applicable for basic skills for all potential students. Applicants are required to take **ALL** sections of the HESI test, regardless of their academic history, or whether they want to transfer in certain courses. These sections include reading, math, grammar, vocabulary **and** anatomy and physiology, chemistry, biology, critical thinking and learning styles.

HESI Admission Assessment consists of four (4) academic exams, as well as a personality profile that gives hints on how to be successful in school, a learning style inventory that helps identify the strategies for learning, and a critical thinking test that evaluates problem solving in common situations. The following tests (personality profile, learning style inventory, and critical thinking) are required, but do not influence admissions status. **However, an applicant must score a minimum of 70% in each of the following four (4) academic categories in order to pass HESI: Vocabulary and General Knowledge, Grammar, Reading Comprehension, and Math.** If an applicant does not pass the HESI Admission Assessment, the applicant may retest and take the HESI (Version 2) Assessment during the same Nursing Start period if an earned score of 50% to 69 % was achieved in only one (1) or two (2) of the academic categories. If the score in an academic category falls below the minimum required of 75% in HESI (Version 2), the applicant can reapply and retest HESI (Version 1) for the next available Nursing Start.

Applicants are notified of their scores by a Nursing Program Representative upon completion of the HESI Assessment. The HESI (Version 1) Admissions Assessment shall not exceed five (5) hours. HESI scores are valid for only one (1) year for admission to the Nursing Program.

There is no required score for admission for anatomy and physiology*, chemistry*, biology*; and critical thinking; the scores are used to track areas to improve student outcomes and to assist in evaluating transfer credits.

For transfer purposes, the following applies:

Anatomy and Physiology I & II *If an applicant has taken Anatomy and Physiology I and received a grade of 'C' or better but scores under 80% on the HESI admission test, they can transfer in A&P I; however, they will have to re-take A&P II.

Chemistry/Biology *If applicant has an 80% or above on both Chemistry and Biology sections of the HESI test and received a grade of 'C' or better these courses can be transferred.

Science courses, including General Psychology and Developmental Psychology, must have been taken within the last five (5) years.

2. **Wonderlic Test** - The Wonderlic Basic Skills Test Level 3 is a short-form basic skills test used in educational testing. Designed for adults, the WBST is part of many career school admissions testing programs. Scores on the math test and English test can be directly compared to the levels of basic skills required for success in entry-level jobs. As admissions testing, administered prior to enrollment, the WBST math and English test helps schools verify that the candidate has the necessary job-related verbal and math skills. This basic skills test is also ideal for determining training program eligibility and outcomes. **Students must score greater than 290 to be considered for admission to the program.**
3. **Admission Essay:** The applicant will need to schedule an appointment with the nursing department administrative assistant to write an essay which is written at the campus. A 150 word doubled spaced typed essay entitled "Why I want to be a Registered Nurse."(Or topic chosen by the Campus Nursing Director) is required and will be graded. Points will be awarded for the essay according to the grading rubric. The applicant may request a copy of the rubric prior to the writing appointment.
4. A **personal interview** with the Campus Nursing Director (CND) is also part of the admission process. The interview with the CND is scheduled and takes place after the essay is written and graded. All documents must be placed in the applicant's file prior to the interview with the CND.
5. **Ranking:**
 - Ranking for admission is based on the point system (see point weight at top of the table unless otherwise indicated in the category).
 - Candidates may achieve a maximum of 50 points.
 - Candidates will be ranked by the number of points received.
 - Students will be selected from ranked list until approved class size is achieved.

In good standing = Attendance is within class requirements; teacher recommendation; no outstanding financial aid obligations.

Point Ranking: Candidates are ranked and selected for admission according to their scores.

NOTIFICATION OF SELECTED APPLICANTS

- A. Selected applicants will be sent notification of their acceptance and asked to return written acceptance or non-acceptance of the position by a specified postmark date.
- B. The applicants who were not selected will be placed on an alternate list if they accept their place on the alternate list.
 - In the event of cancellations, eligible applicants will be moved up the list and these candidates will be notified.
 - The alternate list will be maintained until two weeks before the beginning of each quarter. At that time, all those applicants not selected will have their application packets returned to them via regular mail.
 - **Applicants who are not selected and those who decline a position must re-apply the next application period in order to be considered in the next year's selection process.**
- C. Students who are selected for the ADN program will be required to attend an orientation session at the Fort Worth campus. **Failure to attend will result in forfeiture of space in the program.**
- D. The selections procedure may change as the situation warrants. Because of the way the selections process works, it cannot be estimated or guaranteed how long it will take to be selected.

ACADEMIC SKILLS ASSESSMENT

All students are required to go through the institution's assessment process. Students may be exempt from the assessment test if they provide official composite score of at least 15 on the ACT, a combined score on reading and math of at least 700 on the SAT, or proof of successful completion of a minimum of 36.0 quarter hours or 24.0 semester hours of earned college credit at an accredited postsecondary institution.

ABILITY TO BENEFIT GRANDFATHERING POLICY

Students who were enrolled in an eligible educational program of study any time before July 1, 2012, may continue to be considered Title IV eligible under either the ATB test or credit hour standards if they meet the following two-part test set forth below:

1. The student attended, or was registered and scheduled to attend, a Title IV eligible program at an eligible institution prior to July 1, 2012; and
2. The student established qualification as an ATB student by documenting one of the two following ATB alternatives:
 - a. Passing an independently administered, Department of Education (DOE) approved ATB test; or
 - b. Successful completion of at least six credit hours, or the equivalent coursework (225 clock hours) that are applicable toward a certificate offered by the school

Note: The number of students enrolled under the Ability To Benefit Provision is limited to only certain diploma programs offered. Please check with your admission representative regarding the programs that accept ATB students. The school reserves the right to reject applicants based on test scores and ability to benefit limitations, or as necessary to comply with any applicable local, state or federal laws, statutes or regulations.

Ability to Benefit Passing Test Scores

ATB students must achieve or exceed the minimum passing scores in all subtests at one administration. Minimum ATB qualifying scores for CPAat, COMPASS, ASSET, CPT/Accuplacer and the Wonderlic Basic Skills Test as defined in the table below.

ATB Test	CPAat	COMPASS	ASSET	CPT/Accuplacer	Wonderlic
Required	Language: 42	Reading: 62	Reading: 35	Reading: 55	Verbal: 200
Passing	Reading: 43	Writing: 32	Writing: 35	Sentence Skills: 60	Quantitative: 210
Scores:	Numerical: 41	Numerical: 25	Numerical: 33	Arithmetic: 34	

Former CCI ATB students re-entering on or after July 1, 2012, under the limited circumstances outlined above will not be required to retake and pass the ATB test if the official score sheet from the test publisher is in the student's academic file.

Students transferring from a non-CCI institution that previously qualified for Title IV eligibility via successfully passing an approved ATB exam at another institution will be required to re-take and pass an approved ATB-exam through CCI subject to Test Publisher's retest policies.

Ability to Benefit Advising

The school will provide academic support services necessary for the success of each student in the ATB program and to ensure that following completion of the program the student is ready for placement. All ATB students shall receive academic and career advising after each grading/evaluation periods (i.e. term, module, phase, level, or quarter).

INTERNATIONAL STUDENTS (FORT WORTH NORTH ONLY)

Everest College, Fort Worth North campus, is authorized by the Department of Homeland Security to issue the Form I-20 to

international students. A Form I-20 will be sent to the applicant upon acceptance, receipt of evidence of financial support, and payment of appropriate tuition deposits and/or fees.

ACADEMIC POLICIES

EVEREST REGULATIONS

Each student is given the school catalog, which sets forth the policies and regulations under which the institution operates. It is the responsibility of the student to become familiar with these policies and regulations and to comply accordingly. Ignorance of or lack of familiarity with this information does not serve as an excuse for noncompliance or infractions.

Everest reserves the right to modify its tuition and fees; to add or withdraw members from its faculty and staff; to revise its academic programs; and to withdraw subject courses, and programs if registration falls below the required number. The total hours specified in each area of the program total is the minimum requirements for completion.

DEFINITION OF CREDIT

Everest awards credit in the form of quarter credits. One quarter credit is equivalent to a minimum of 10 clock hours of theory or lecture instruction, a minimum of 20 clock hours of supervised laboratory instruction, or a minimum of 30 clock hours of externship/internship practice.

OUT OF CLASS ASSIGNMENTS

- Students in degree programs should plan to spend a minimum of up to two hours per day outside of class completing homework assignments as directed by the instructor.
- Students in diploma programs will be expected to complete assigned homework and other out-of-class assignments in order to successfully meet course objectives as set forth in the course/program syllabi.

TRANSFER OF CREDIT INTO EVEREST

Everest has constructed its transfer credit policy to recognize both traditional college credit and non-traditional learning. In general, Everest considers the following criteria when determining if transfer credit should be awarded:

- Accreditation of the institution;
- The comparability of the scope, depth, and breadth of the course to be transferred; and
- The applicability of the course to be transferred to the student's desired program. This includes the grade and age of the previously earned credit.

If the learning was obtained outside a formal academic setting, through a nationally administered proficiency exam, an IT certificate exam, or military training, Everest will evaluate and award transfer credit using professional judgment and the recommendations for credit issued by the American Council on Education (ACE).

Academic Time Limits

The following time limits apply to a course being considered for transfer credit:

- College Core and General Education course – indefinite;
- Major Core course (except health science course – within ten (10) years of completion; and
- Military training, proficiency exams (e.g. DANTES, AP, CLEP, Excelsior, etc.) and IT certificate exams – the same academic time limits as College Core and General Education courses.

Note: Due to certain programmatic accreditation criteria, health science core courses are eligible for transfer within five (5) years of completion.

Required Grades

For diploma, associate, and bachelor degree programs, a letter grade of C (70%) or better is required for transfer credit to be awarded.

Maximum Transfer Credits Accepted

Students enrolled in a diploma program must complete at least 25% of the program in residency at the institution awarding the degree or diploma. The remaining 75% of the program may be any combination of transfer credit, national proficiency credit, Everest developed proficiency credit, or prior learning credit.

Coursework Completed at Foreign Institutions

All coursework completed at a foreign institution must be evaluated by a member of the National Association of Credential Evaluation Services (NACES) or a member of the Association of International Credentials Evaluators (AICE). An exception to this may be allowed for students transferring from Canada with prior approval from the Transfer Center.

Undergraduate Admissions Requirements for International Students

- Evidence of High School diploma or recognized equivalent.

- Proof of financial ability to meet expenses. Such evidence may be one of the following:
 - a) Bank letter verifying student's available funds (self-sponsoring).
 - b) Bank letter verifying sponsor's available funds if sponsor is not a citizen or a legal permanent resident of the U.S.
 - c) Form I-134 if sponsor is a citizen or legal permanent resident of the U.S.
 - d) If the applicant is sponsored by his/her home country, a statement of sponsorship.
- Evidence of English Proficiency if the student's first language is not English. Such evidence may be one of the following:
 - a) TOEFL score of 450 (paper-based) or 133 (computer-based) or 45 (Internet-based);
 - b) Completion of Level 107 from a designated English Language School Center (ELS);
 - c) Score of 5.0 on the International English Language Testing System exam (IELTS);
 - d) Score of 60 on Michigan English Language Assessment Battery (MELAB);
 - e) A certificate of completion of Intensive English;
 - f) Graduation from high school in the United States or an official copy of a GED;
 - g) Graduation from an American high school abroad where curriculum is delivered in English.
- International students must meet the same programmatic entrance requirements as domestic students.

Transfer Credit for Learning Assessment

Everest accepts appropriate credits transferred from the College Level Examination Program (CLEP), DANTES subject testing, and certain other professional certification examination programs. Contact the campus Academic Dean/Director of Education for the current list of approved exams and minimum scores required for transfer.

Transfer Credit for Professional Certifications

Everest may award some credits toward undergraduate, associate, and diploma level courses for achievement of professional certifications e.g. CNE, MCSE, etc.

Transfer Credit for Proficiency Examination

Undergraduate students may attempt to challenge the requirement to certain selected courses by demonstrating a proficiency level based on special qualifications, skills, or knowledge obtained through work or other experience that is sufficient to warrant the granting of academic credit for a course through a Proficiency Examination. Similarly, Everest may award some credits toward undergraduate, associate, and diploma level courses for achievement of professional certifications such as CNE, MCSE, etc. For more information, please contact the Academic Dean or Director of Education.

Experiential Learning Portfolio

Students may earn credit for experiential learning through the Prior Learning Assessment program. This program is designed to translate personal and professional experiences into academic credit. Procedures for applying for credit through experiential learning are available in the Academic Dean's/Director of Education's office.

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

The transferability of credits students earn at Everest is at the complete discretion of the institution to which students seek to transfer. Acceptance of the degree, diploma or certificate students earn in the program in which students are enrolling is also at the complete discretion of the institution to which students seek to transfer. The credits or degree, diploma or certificate that students earn at Everest will probably not be transferable to any other college or university. For example, if a student entered Everest as a freshman, the student will still be a freshman if he/she enters another college or university at some time in the future even though the student earned units while attending Everest. In addition, if a student earns a degree, diploma or certificate in one of our programs, in most cases it will probably not serve as a basis for obtaining a higher-level degree at another college or university, and the student may be required to repeat some or all of the coursework at that institution. For this reason, a student should make certain that the attendance of Everest will meet his/her educational goals. This may include - before the student's enrollment with Everest - contacting the institution to which the student seeks to transfer after attending Everest to determine if the credits or degree, diploma or certificate will transfer.

Transfers to Other Everest Locations

Students in good standing may transfer to another Everest campus location. Transfer students are advised that they will be subject to the minimum residency requirements at the new campus for the program in which they are enrolled. Students may transfer applicable credits from Everest coursework in which a C or higher was earned; however, those credits will be treated as transfer credits and will not count toward fulfilling residency requirements at the new location.

Everest Consortium Agreement

The Everest Consortium Agreement enables students to attend a limited number of classes (a maximum of 49% of credit hours) at an Everest campus location other than their home campus. In addition, students nearing completion of their program of study may finish their degree at another Everest campus location through the Consortium Agreement (a minimum of 51% credit hours must be completed at the Home campus). Complete details on the Everest Consortium Agreement are available in the Academic Dean's/Director of Education's office.

Articulation Agreements

Everest College has an articulation agreement with Kaplan University under which students completing a diploma, certificate or degree program at Everest College may be eligible to transfer into Kaplan University bachelor degree program. Students may also be eligible for a limited tuition discount. Students should contact their Everest College campus Director of Education for additional information on articulation agreement transfer terms and conditions.

Transfer Center Assistance

Any questions regarding the transfer of credit into or from Everest should be directed to the Transfer Center at 877-727-0058 or email transfercenter@cci.edu.

ONLINE PROGRAMS AND COURSE REQUIREMENTS (LINEAR PROGRAMS ONLY)

Online courses are offered using the eCollege platform via the Internet. Online courses have the same objectives as courses taught on-ground although more individual effort and initiative will be required to successfully master the material. Online courses will be designated on the class schedule so students may register during the normal registration period. To maximize success within the online courses, students must have a computer with a system profile that meets or exceeds the following:

Windows Systems

Windows 2000, XP, or Vista 7
64 MB Ram
28.8 kbps modem (56K recommended)
Sound Card & Speakers
Recommended Browser: Microsoft Internet Explorer 9.0
Recommended Browser: Mozilla Firefox 8.0
Supported Browser: Microsoft Internet Explorer 8.0
Supported Browser: Mozilla Firefox 7.0

Mac Systems

Mac OS X or higher (in classic mode)
32 MB RAM (64 recommended)
28.8 kbps modem (56K recommended)
Sound Card & Speakers
Recommended Browser: Safari 5.0
Recommended Browser: Mozilla Firefox 8.0
Supported Browser: Safari 4.0
Supported Browser: Mozilla Firefox 7.0

In addition, students taking online courses must:

- Check quarterly to make sure they are maintaining the correct systems profile;
- Have Internet access and an established email account;
- Verify email account/address with Online Coordinator at the time of registration each quarter;
- Commence online course work as soon as students have access to the courses;
- Participate in classes and activities weekly throughout the course.

DIRECTED STUDY

- Students unable to take a specific required course due to work schedule conflicts, emergency situations, or course scheduling conflicts may request permission to complete a course through directed study.
- Associate degree students may apply a maximum of 8.0 quarter credit hours earned through directed study to the major core of study.
- Students may not take more than one directed study course in a single academic term.
- Diploma students are not eligible for Directed Study
- Please see the Academic Dean/Director of Education for further information.

GRADING SYSTEM AND PROGRESS REPORTS

The student's final grade for each course or module is determined by the average of the tests, homework, class participation, special assignments and any other criteria indicated in the grading section of the syllabus for the course or module. Final grades are reported at the completion of each grading term and are provided to each student. If mailed, they are sent to the student's home address. Failed courses must be repeated and are calculated as an attempt in Satisfactory Academic Progress calculations.

Grade	Point Value	Meaning	Nursing Scale	Percentage Scale
A	4.0	Excellent	100-92	100-90
B	3.0	Very Good	91-84	89-80
C	2.0	Good	83-76*	79-70
D**	1.0	Poor	75-68	69-60
F***	0.0	Failing	67-0	59-0
Fail	Not Calculated	Fail (for externship/internship classes)		
Pass	Not Calculated	Pass (for externship/internship classes only)		
PF	Not Calculated	Preparatory Fail		
PP	Not Calculated	Preparatory Pass		
IP****	Not Calculated	In Progress (for linear externship/internship or thesis courses only)		
L	Not Calculated	Leave of Absence (allowed in modular programs only)		
EL	Not Calculated	Experiential Learning Credit		
PE	Not Calculated	Proficiency Exam		
W	Not Calculated	Withdrawal		
WZ	Not Calculated	Withdrawal for those students called to immediate active military duty. This grade indicates that the course will not be calculated for purposes of determining rate of progress		
TR	Not Calculated	Transfer Credit		

*The Nursing Board requires a score of 76% to pass with a "C." Nursing courses below 76% is a Failing.

**Not used in Allied Health and Trades programs.

***For all Allied Health programs, F (Failing) is 69-0%.

**** If the required externship/internship hours are not completed within one term, the student will receive an IP (In Progress) grade and a zero credit Externship/Internship Extension course will be scheduled in the following term. Once the required hours are completed, the student's grade will be entered in both courses.

Treatment of Grades in the Satisfactory Academic Progress/Rate of Progress Calculation			
Grade	Included in GPA calculation?	Counted as attempted credits?	Counted as earned credits?
A	Y	Y	Y
B	Y	Y	Y
C	Y	Y	Y
D	Y	Y	Y
F	Y	Y	N
Fail	N	Y	N
Pass	N	Y	Y
IP	N	Y	N
L	N	N	N
EL	N	Y	Y
PE	N	Y	Y
PF	N	N	N
PP	N	N	N
W	N	Y	N
WZ	N	N	N
TR	N	Y	Y

GPA AND CGPA CALCULATIONS

- The Grade Point Average (GPA) is calculated for all students. The GPA for each term and Cumulative Grade Point Average (CGPA) are calculated on courses taken in residence at Everest
- The Grade Point Average (GPA) is calculated at the end of each evaluation period by dividing the quality points earned by the total credits attempted for that evaluation period.
- The Cumulative Grade Point Average (CGPA) is calculated by dividing the total cumulative quality points earned by the total cumulative credits attempted for cumulative evaluation periods.
- The number of quality points awarded for each course is determined by multiplying the points listed for each letter grade by the number of credits of the course

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

Students must maintain satisfactory academic progress in order to remain eligible as regularly enrolled students and to continue receiving federal financial assistance. The accreditor and federal regulations require that all students progress at a reasonable rate toward the completion of their academic program. Satisfactory academic progress is measured by:

- The student's cumulative grade point average (CGPA)
- The student's rate of progress toward completion (ROP)
- The maximum time frame allowed to complete which is 150% of total number of credits in the program of study (MTF)

Evaluation Periods for SAP

Satisfactory academic progress is measured at the end of each academic term (i.e., quarter, module, phase), which includes the 25% point, the midpoint, the end of each academic year, and the end of the program. The academic term for quarterly programs is 6 weeks (mini) or 12 weeks and for modular programs it is 4 weeks. Should the 25% point or midpoint occur within a term, the evaluation will occur at the end of the preceding academic term. Students in jeopardy of not making SAP may be advised at any point and be placed on probation to be monitored closely.

Rate of Progress Toward Completion

The school catalog contains a schedule designating the minimum percentage or amount of work that a student must successfully complete at the end of each evaluation period to complete their educational program within the maximum time frame (150%). Quantitative progress is determined by dividing the number of credit hours earned by the number of credit hours attempted. Credit hours attempted include completed hours, transfer credits, withdrawals, and repeated courses.

Maximum Time Frame to Complete

The maximum time frame for completion of any program is limited by federal regulation to 150% of the published length of the program. A student is not allowed to attempt more than 1.5 times or 150% of the credit hours in the standard length of the program in order to complete the requirements for graduation.

Satisfactory Academic Progress Tables

48 Quarter Credit Hour Program. Total credits that may be attempted: 72 (150% of 48).				
Total Credits Attempted	SAP Advising if CGPA is below	SAP Not Met if CGPA is below	SAP Advising if Rate of Progress is Below	SAP Not Met if Rate of Progress is Below
1-18	2.0	N/A	66.66%	N/A
19-24	2.0	0.5	66.66%	25%
25-30	2.0	0.75	66.66%	40%
31-36	2.0	1.0	66.66%	50%
37-42	2.0	1.1	66.66%	55%
43-48	2.0	1.25	66.66%	60%
49-72	N/A	2.0	N/A	66.66%

55 Quarter Credit Hour Program. Total credits that may be attempted: 82 (150% of 55).				
Total Credits Attempted	SAP Advising if CGPA is below	SAP Not Met if CGPA is below	SAP Advising if Rate of Progress is Below	SAP Not Met if Rate of Progress is Below
1-18	2.0	N/A	66.66%	N/A
19-28	2.0	1.25	66.66%	N/A
29-37	2.0	1.5	66.66%	60%
38-46	2.0	1.75	66.66%	60%
47-64	2.0	1.85	66.66%	60%
65-82	N/A	2.0	N/A	66.66%

59 Quarter Credit Hour Program. Total credits that may be attempted: 88 (150% of 59).				
Total Credits Attempted	SAP Advising if CGPA is below	SAP Not Met if CGPA is below	SAP Advising if Rate of Progress is Below	SAP Not Met if Rate of Progress is Below
1-18	2.0	N/A	66.66%	N/A
19-28	2.0	1.25	66.66%	N/A
29-37	2.0	1.5	66.66%	60%
38-46	2.0	1.75	66.66%	60%
47-64	2.0	1.85	66.66%	60%
65-88	N/A	2.0	N/A	66.66%

60 Quarter Credit Hour Program. Total credits that may be attempted: 90 (150% of 60).				
Total Credits Attempted	SAP Advising if CGPA is below	SAP Not Met if CGPA is below	SAP Advising if Rate of Progress is Below	SAP Not Met if Rate of Progress is Below
1-18	2.0	N/A	66.66%	N/A
19-24	2.0	0.5	66.66%	25%
25-30	2.0	0.75	66.66%	40%
31-36	2.0	1.0	66.66%	50%
37-42	2.0	1.1	66.66%	55%
43-48	2.0	1.25	66.66%	60%
49-72	2.0	1.5	66.66%	65%
73-90	N/A	2.0	N/A	66.66%

96 Quarter Credit Hour Quarter-Based Program Total credits that may be attempted: 144 (150% of 96).				
Total Credits Attempted	SAP Advising if CGPA is below	SAP Not Met if CGPA is below	SAP Advising if Rate of Progress is Below	SAP Not Met if Rate of Progress is Below
1-24	2.0	N/A	66.66%	N/A
25-36	2.0	0.25	66.66%	10%
37-48	2.0	0.5	66.66%	20%
49-60	2.0	1.10	66.66%	30%
61-72	2.0	1.5	66.66%	40%
73-84	2.0	1.8	66.66%	50%
85-96	2.0	2.0	66.66%	55%
97-108	2.0	2.0	66.66%	60%
109-120	2.0	2.0	66.66%	63%
121-144	N/A	2.0	N/A	66.66%

107 Quarter Credit Hour Program. Total credits that may be attempted: 160 (150% of 108).				
Total Credits Attempted	SAP Advising if CGPA is below	SAP Not Met if CGPA is below	SAP Advising if Rate of Progress is Below	SAP Not Met if Rate of Progress is Below
1-16	2.0	N/A	66.66%	N/A
17-32	2.0	1.0	66.66%	N/A
33-48	2.0	1.25	66.66%	20%
49-64	2.0	1.5	66.66%	25%
65-80	2.0	1.75	66.66%	40%
81-96	2.0	2.0	66.66%	50%
97-112	2.0	2.0	66.66%	57%
113-128	2.0	2.0	66.66%	65%
129-144	2.0	2.0	66.66%	66.66%
145-160	N/A	2.0	N/A	66.66%

APPLICATION OF GRADES AND CREDITS TO SAP

- Grades A through F are included in the calculation of CGPA and are included in the Total Number of Credit Hours Attempted.
- Transfer credits (TR) are not included in the calculation of CGPA but are included in the Total Number of Credit Hours Attempted and Earned in order to determine the required levels for CGPA and rate of progress.
- Courses with grades of P, EL and PE are not included in the CGPA calculation but do count as credit hours successfully completed for the rate of progress calculation.
- For calculating rate of progress, F grades and W grades are counted as hours attempted but are not counted as hours successfully completed. Grades of IP will also be counted as hours attempted but not as hours successfully completed.
- When a course is repeated, the higher of the two grades is used in the calculation of CGPA, and the total credit hours for the original course and the repeated course are included in the Total Credit Hours Attempted (in the SAP charts) in order to determine the required rate of progress level. The credit hours for the original attempt are considered as not successfully completed.
- When a student returns from a leave of absence and completes the course from which the student withdrew, the hours for which the student receives a passing grade are counted as earned; the grade, hours, and attendance for the original

attempt prior to the official leave of absence are not counted for purpose of the rate of progress toward completion calculation and the original grade is not counted in the CGPA calculation.

- When a student transfers between programs, all attempts of courses common to both programs are included in the CGPA and ROP of the new program.
- Students graduating from one program and continuing on to another will have all successfully completed courses common to both programs included in the SAP calculations of the new program. Courses not in the new program, including grades of W or F, are excluded from all SAP calculations.

SAP Advising

SAP Advising is the period of time during which a student is advised and monitored for progress for the remainder of the term. During the SAP advising period, the student is eligible for financial aid. Academic advising shall be documented using the **Academic Advising Form**. The form shall be kept in the student's academic file.

The Academic Dean/Director of Education (or designee) must provide a written notice of SAP Advising status. The following timelines apply for all students placed on SAP Advising status:

- For linear programs with an Add/Drop period:
 - Students must receive the notification by the first day of the term; and
 - Must be advised within fourteen (14) calendar days after the term start.

NOTE: For terms without a break week, students must receive the notification within seven (7) calendar days after the term start and be advised within twenty-one (21) calendar days after the term start.

- For modular programs:
 - Students must receive the notification by the third (3) calendar day of the subsequent module; and
 - Must be advised within ten (10) calendar days after the module start.

Financial Aid Warning

SAP is evaluated at the end of each term and all students with a cumulative grade point average (CGPA) and/or rate of progress (ROP) below the required academic progress standards as stated in the school's catalog will move into SAP NOT MET status. Students not meeting SAP and with a previous SAP status: SAP MET or SAP ADVISING will be issued FA Warning letter and be advised that unless they improve their CGPA and/or rate of progress toward completion, they may be withdrawn from their program and lose eligibility for federal financial aid.

Notification of Financial Aid Warning

The Academic Dean/Director of Education (or designee) must provide the written notice of FA Warning status to all students with a previous SAP status: SAP Advising or SAP Met. The following timelines apply to all students receiving an FA Warning:

- For linear programs with an Add/Drop period:
 - Students must receive the notification by the first day of the term; and
 - Must be advised within fourteen (14) calendar days after the term start.

NOTE: For terms without a break week, students must receive the notification within seven (7) calendar days after the term start and be advised within twenty-one (21) calendar days after the term start.

- For modular programs:
 - Students must receive the notification by the third (3) calendar day of the next module; and
 - Must be advised within ten (10) calendar days after the module start.

Financial Aid Probation

At the end of each term following a SAP evaluation, students with an immediate SAP NOT MET status and who are SAP NOT MET again according to the academic progress standards stated in the school's catalog, will be notified with a SAP NOT MET letter indicating that they will be withdrawn unless they successfully appeal by written request within five (5) calendar days after the notification in accordance with the Academic Appeals Policy. Appeals shall only be granted for the following reasons: the death of a family member; an illness or injury suffered by the student; special circumstances of an unusual nature which are not likely to recur.

The Academic Dean/Director of Education (or designee) must provide written notice of all students placed on SAP NOT MET status:

- For linear programs with an Add/Drop period:
 - Students must receive the notification by the first day of the term;
 - If the student appeals this status and the appeal is approved, the student must receive an Academic Progress Plan within ten (10) calendar days after the appeal's approval.

NOTE: For terms without a break week, students must receive the notification within seven (7) calendar days after the term start.

- For modular programs:
 - Students must receive the notification by the third (3) calendar day of the next module;
 - If the student appeals this status and the appeal is approved, the student must receive an Academic Progress Plan within seven (7) calendar days after the appeal's approval.

Notification of Financial Aid Probation

FA Probation is the term for which the student's appeal has been accepted and progress is monitored under an Academic Progress Plan. Students must be notified in writing of their probationary status within three (3) calendar day of the change in status in the student information system. During the period of FA probation students will continue to be eligible for financial aid.

While on FA probation, unless students improve their CGPA and /or rate of progress toward completion, in accordance with their Academic Progress Plan, they will be withdrawn from their program and become ineligible for further financial aid. All students on FA probation must be placed on an Academic Progress Plan. A student will remain on FA probation as long as he or she is meeting the requirements of his or her Academic Progress Plan when evaluated at the end of each evaluation period on the Plan.

Academic Progress Plan

Students on FA Probation must agree to the requirements of an Academic Progress Plan (APP) as a condition of their FA probation. Each student shall receive a copy of his or her APP. A copy of each student's APP shall be kept in the student's permanent academic file.

The APP may extend over one (1) or multiple terms, as defined at the initiation of the APP. At the end of the first evaluation period on the APP, the student will meet with the Academic Dean/Director of Education (or designee)/Online Designee for an evaluation of progress of the plan's requirements. If on a single-term plan and the student has met the requirement(s) of the plan, the student must be in SAP Advising or SAP Met status, and the student's APP shall be considered fulfilled and closed. If on a multi-term plan and the student has met the requirement(s) of the first evaluation period, then new requirement will be set and the student will be placed manually into SAP Meeting APP Status and will adhere to the subsequent term requirements of the APP.

If at the end of any SAP evaluation period on the plan (APP) the student does not meet the plan's requirement(s), the student will receive a dismissal letter and will be dismissed from the program.

Students who have violated their FA Probation and have been dismissed from a program are not eligible for readmission to that program if they have exceeded, or may exceed, the maximum time frame of completion until they re-establish appropriate Satisfactory Academic Progress standing.

Evaluation of Progress

At the end of each evaluation period encompassed by the APP, the student will meet with the Academic Dean/Director of Education (or designee) for an evaluation of progress of the plan's requirements. Determination of the student's success at meeting APP requirement(s) must be completed no later than the second (2nd) calendar day of the module or term.

SAP Advising or SAP Met Status

If the student has met the requirements of a one-term plan, the student must be in SAP Advising or SAP MET status and the student's APP shall be considered fulfilled and closed. The student will be provided with either a SAP Advising or Return to Academic Good Standing Letter. In the case of SAP Advising, the student will be advised with the Academic Advising form and will be FA eligible.

The Academic Dean/Director of Education (or designee) must provide a written notice of Return to Academic Good Standing or SAP Advising status. The following timelines apply for all students placed on SAP Advising status:

- For linear programs with an Add/Drop period:
 - Students must receive the notification by the first day of the term; and
 - Must complete the Evaluation of Progress form within fourteen (14) calendar days after the notification.

NOTE: For terms without a break week, students must receive the notification within seven (7) calendar days after the term start and must complete the Evaluation of Progress form within twenty-one (21) calendar days after the notification.

- For modular programs:
 - Students must receive the notification by the third (3) calendar day of the subsequent module; and
 - Must complete the Evaluation of Progress form within seven (7) calendar days after the notification.

SAP Not Met Status and/or Dismissal

If on a multi-term plan, it is likely the student will remain SAP NOT MET for the second (and ensuing) evaluation periods. At the end of each evaluation period, the student will be notified, evaluated for progress, and if the APP requirements are met, will be manually assigned SAP Meeting APP status and continue on the APP. New requirements for the second (or ensuing) evaluation period will be defined using the Evaluation of Progress form.

The Academic Dean/Director of Education (or designee) must provide a written notice of SAP NOT MET status. The following timelines apply for all students placed on SAP NOT MET status:

- For linear programs with an Add/Drop period:
 - Students must receive the notification by the first day of the term; and
 - Must complete the Evaluation of Progress form within fourteen (14) calendar days after the notification.

NOTE: For terms without a break week, students must receive the notification within seven (7) calendar days after the term start and must complete the Evaluation of Progress form within twenty-one (21) calendar days after the notification.

- For modular programs:
 - Students must receive the notification by the third (3) calendar day of the subsequent module; and

- Must complete the Evaluation of Progress form within seven (7) calendar days after the notification.

If the student does not meet the Plan's requirements at the end of an evaluation period, the student will be dismissed from the program. If the student has not met the benchmark, the student must be dropped with the correct DOD (no later than second calendar day of module or term). The student must be notified of dismissal no later than the second calendar day of module or term.

NOTE: If the student has make-up work, and the campus is willing to accept it, it must be completed within four (4) calendar days of grades being entered (as long as this doesn't extend beyond ten (10) calendar days after mod- or term-end), or the student must be dropped with the correct DOD.

SAP Re-Entry

Students who have violated FA Probation and have been dismissed shall not be readmitted if they cannot complete the program within the maximum time frame or re-establish appropriate Satisfactory Academic Progress (SAP) standing.

Retaking Passed Coursework

Students may repeat coursework as long as such coursework does not include more than a single repetition of a previously passed course. Each attempt counts in the calculation of the students' rate of progress and successful completion percentages. All repeated courses will appear on the student's transcript, but only the highest grade earned will be included in the calculation of their cumulative grade point average.

Retaking Failed Coursework

For the purpose of improving academic standing and establishing institutional grade point average, students must repeat any failed coursework. Failed courses may be repeated more than twice, so long as repeating the coursework does not jeopardize the students' maximum time frame of completion. Pre-requisite modules in diploma programs may not be repeated more than three (3) attempts. Each attempt counts in the calculation of the students' rate of progress and successful completion percentages. All repeated coursework will appear on the student's transcript, but only the highest grade earned, will be included in the calculation of their cumulative grade point average. Attendance in successfully repeated classes/modules will also replace attendance in prior unsuccessful attempts.

ADD/DROP POLICY (LINEAR PROGRAMS ONLY)

Students may add or drop courses during the add/drop period without academic penalty. However, they must first obtain the permission of the Academic Dean/Director of Education (or designee) and the Director of Student Finance (or designee). Students are not permitted to add a course after the end of the add/drop period. Students who attend a course after the add/drop period shall be charged for the course pursuant to the refund policy as stated in this catalog. Students who drop a course after the add/drop period shall receive a grade of "W" (Withdraw) and be charged for the course pursuant to the refund policy as stated in this catalog.

Full Term Courses

The add/drop period for full term courses is the first fourteen (14) calendar days of the term, excluding holidays and regularly scheduled breaks. The taking of attendance of students who enroll during the add/drop period shall begin the first scheduled class session following the student's enrollment. Therefore, students who enroll in a full-term course during the add/drop period must attend class by the earlier of the 21st calendar day of the term or the 14th calendar day after enrollment, or be dropped from the course.

Mini-Term Courses

The registration period for second mini-term courses occurs well in advance prior to the start of the second mini-term. Continuing students, who are already enrolled in full term courses, should complete registration for upcoming second mini-term courses by the close of business on day twenty (20) of the full-term. Additionally, students must sign a Mini-Term Consent Form when registering for the upcoming second mini-term courses.

Once the mini-term has begun, the add/drop period for mini-term courses is the first seven (7) calendar days of the term, excluding holidays and regularly scheduled breaks. The taking of attendance of students who enroll during the add/drop period shall begin the first scheduled class session following the student's enrollment. Students who enroll in mini-term courses during the add/drop period must attend class by the 14th calendar day of the mini-term, or be dropped from the course.

Effects of Add/Drop on Financial Aid Calculation

Adding or dropping a course may affect a student's enrollment status, and therefore the amount of financial aid for which the student is eligible. The Director of Student Finance (or Designee) is responsible for advising a student of the financial consequences of a change in registration.

In order for second mini-term courses to be considered in the determination of a student's enrollment status for Pell grant purposes only, a student must register for the second mini-term courses by the close of business on day twenty (20) of the start of the full term, i.e. prior to the Census date.

ATTENDANCE POLICY

Regular attendance and punctuality will help students develop good habits necessary for successful careers. Satisfactory attendance is established when students are present in the assigned classroom for the scheduled amount of time.

Faculty are responsible for monitoring student attendance and advising students who have been absent from their classes. Tardies and leave earlies are recorded in minutes and are calculated as equivalent absences. Students who have been absent from all of their scheduled classes for 14 consecutive calendar days OR in excess of 10 consecutive scheduled school days (whichever is earlier) will be dropped from the training program.

Students who miss 15% of the total program hours (including all attempted hours) will be advised that they are at risk of being dropped from the program. Students who miss an excess of 20% of the total program hours (including all attempted hours) will be advised that they will be dropped from the program. Students who have been dropped from the program may apply for reentry. The school is not required to withdraw a student based on lack of attendance if a refund would not be due.

For students in attendance prior to July 1, 2010 the following policy applies:

Whether a student must be dismissed for an attendance violation depends on whether a refund is due as calculated using the Texas Refund Policy Sec. 132.061. Should a student’s absences exceed 20% of the hours in the program (including all attempted hours), the student shall be dismissed, unless the student is in the last quarter of the program and no refund is due according to the Texas Refund Policy.

All students, regardless of attendance prior to or after July 1, 2010 will be subject to the refund policies contained in this catalog. Students are not permitted to make up absences for the classroom-training portion of their program. However, students must make up absences that occur during the externship to ensure that the required extern hours are completed prior to graduation.

Students are encouraged to schedule medical, dental, or other personal appointments after school hours. If a student finds that he/she will be unavoidably absent, he/she should notify the school.

Establishing Attendance/Verifying Enrollment

In Texas, student attendance is monitored on the basis of the percentage of classes missed as a percentage of the total program hours. The student’s minutes of attendance in each class are recorded and retained as part of the student record. Whether a student must be dismissed for an attendance violation depends on whether a refund is due. Should a student’s absences exceed 20% of the hours in the program (including all attempted hours), the student shall be dismissed, unless the student is in the last quarter/module of the program and no refund is due.

The schools will take attendance each class session beginning with the first day of scheduled classes. For programs with an add/drop period, the taking of attendance for a student enrolling during the add/drop period shall begin the first scheduled class session following the student’s enrollment.

In programs without an add/drop period, students registered for a class shall attend by the second scheduled class session, or be withdrawn.

Monitoring Student Attendance

Faculty shall monitor student attendance on the basis of both consecutive absences (the “Consecutive Absence Rule”) and absences as a percentage of the hours in the class/program (the “Percentage Absence Rule”).

The Date of Withdrawal shall be the earlier of a violation of the Consecutive Absence Rule or the Percentage Absence Rule.

Consecutive Absence Rule (All Programs)

When a student is absent from school for fourteen (14) consecutive calendar days excluding holidays and scheduled breaks OR in excess of 10 consecutive scheduled school days (whichever is earlier), the faculty shall notify the Academic Dean/Director of Education, who shall be ultimately responsible for determining whether the student plans to return to school or has withdrawn. The following guidelines shall be followed:

- All students who state they will not return to class are determined to have withdrawn and shall be promptly withdrawn from class(es).
- All students who state they will return must attend their next scheduled class session;
- All students who state they will return to class, but have been absent for fourteen (14) consecutive calendar days, must attend the next scheduled class session.

NOTE: For linear programs, the consecutive absence rule is applied to days missed in a single term. For modular programs, the consecutive absence rule is applied to days missed in the total program.

Percentage Absence Rule (Modular Programs)

For students who *have not* previously been dismissed from the program for violating the attendance policy, the following rule shall apply:

Percentage	Action Taken
15% of the total program hours (including all attempted hours) missed	Attendance warning letter sent
Exceeds 20% of the total program hours (including all attempted hours) missed	Dismissed from the program

RE-ENTRY

For any students who apply for reentry, the following rule shall apply:

Percentage	Action Taken
15% of the remaining program hours (including all attempted hours) missed	Attendance warning letter sent
Exceeds 20% of the remaining program hours (including all attempted hours) missed	Dismissed from the program

Percentage Absence Rule (Quarter-Based Programs)

For students in quarter-based programs, the following rule shall apply:

Percentage	Action Taken
15% of the total hours (including all attempted hours) for all courses in the term missed	Attendance warning letter sent
Exceeds 20% of the total hours (including all attempted hours) for all courses in the term missed	Attendance probation in the following term
Exceeds 20% of the total hours (including all attempted hours) for all courses in the term missed during the probationary term	Dismissed from program
Exceeds 20% of the total program hours (including all attempted hours) for all courses in the program	Dismissed from program

Note: For linear programs, the consecutive absence rule is applied to days missed in the term.

Date of Withdrawal

- When a student is withdrawn for consecutive absences within the term or module, the date of the student's withdrawal shall be the student's last date of attendance (LDA).
- When a student is withdrawn for violating the applicable percentage absence rule, the Date of Withdrawal shall be the date of the violation.

Note: The Date of Withdrawal shall be the earlier of a violation of the Consecutive Absence Rule or the Percentage Absence Rule.

Date of Determination (DOD)

The Date of Determination (DOD) is the date the school determined the student would not return to class. This is the date used to determine the timeliness of the refund. The DOD is the **earliest** of the following three (3) dates:

- The date the student notifies the school (verbally or in writing) that s/he is not returning to class;
- The date the student violates the published attendance policy;
- No later than the 14th calendar day after the LDA; scheduled breaks and published holidays are excluded when calculating the DOD.

Attendance Records

The computer attendance database is the official record of attendance. The official record may be challenged by filing an attendance appeal according to the Student Academic Appeal Policy. Without an appeal, after the 14th calendar day following the end of the term/module, the computer attendance database shall be considered final.

LEAVE OF ABSENCE POLICY (MODULAR PROGRAMS ONLY)

Everest permits students to request a leave of absence (LOA) as long as the leave does not exceed a total of 180 days during any 12-month period, starting from the first day of the first leave, and as long as there are documented, legitimate extenuating circumstances that require the students to interrupt their education. Students requesting an LOA must submit a completed Leave of Absence Request Form prior to the beginning date of the leave. If unforeseen circumstances prevent the student from submitting the request in advance, the leave may still be granted, but only if:

- a) the school documents the unforeseen circumstances, and
- b) the student submits a completed **Leave of Absence Request Form** by the tenth (10th) calendar day of the leave.

Note: Everest does not permit leaves of absence for students enrolled in quarter-based programs. Students experiencing circumstances that may make it necessary to interrupt their attendance temporarily should see the Academic Dean/Director of Education.

Re-Admission Following a Leave of Absence

- Upon return from leave, the student will be required to repeat the module, if it had been interrupted, and receive final grades.
- The student will not be charged any fee for the repeat of any module from which the student took leave or for re-entry from the leave of absence.
- The date the student returns to class is normally scheduled for the beginning of a module.
- When a student is enrolled in a modular program, the student may return at any appropriate module, not only the module from which the student withdrew.

Extension of Leave of Absence

A student on an approved LOA may submit a request to extend the LOA without returning to class. Such a request may be approved by the Academic Dean/Director of Education provided:

- The student submits a completed LOA Extension Request Form before the end date of the current leave.
- There is a reasonable expectation the student will return.
- The number of days in the leave as extended, when added to all other approved leaves, does not exceed 180 calendar days in any twelve (12) month period calculated from the first day of the student's first leave.
- Appropriate modules required for completion of the program will be available to the student on the date of return.

If the extension request is approved, the end date of the student's current leave will be changed in the official student information system to reflect the new end date. If the request is denied, the student will be withdrawn and the withdrawal date will be the student's last date of attendance (LDA).

Return from Leave of Absence

A student must return from a LOA on the first day of any appropriate module or prior to the expiration of his or her leave. A student who goes on leave prior to the end of a module shall receive a grade of "L" (leave) which shall remain on his or her transcript until the student returns from an LOA, retakes the entire module and earns a grade. The module with a grade of "L" shall not be included in the calculation of Rate of Progress (ROP), Maximum Time Frame (MTF) or attendance.

Failure to Return From a Leave of Absence

A student who fails to return from a LOA on or before the date indicated in the written request will be terminated from the program, and the institution will invoke the refund policy. As required by federal statute and regulations, the student's last date of attendance prior to the approved LOA will be used in order to determine the amount of funds the institution earned and make any refunds that may be required under federal, state, or institutional policy.

The "L" grade in the LOA beginning module shall be changed to "W" (withdraw). The module with a grade of "W" shall be included as an attempt in the calculation of Rate of Progress and Maximum Time Frame

Possible Effects of Leave of Absence

Students who are contemplating a LOA should be cautioned that one or more of the following factors may affect the length of time it will take the student to graduate.

- Students returning from a LOA are not guaranteed that the module required to maintain the normal progress in their training program will be available at the time of reentry;
- They may have to wait for the appropriate module to be offered;
- Financial aid may be affected.

EXTERNSHIP TRAINING

Upon successful completion of all classroom requirements, students are expected to begin the externship portion of their programs within 14 calendar days (excluding holidays and regularly scheduled breaks). If a student does not begin externship training within 14 calendar days, he/she must be dropped from the program. A leave of absence (LOA) may only be approved if the student's reason meets the criteria of the LOA Policy. Students may only miss 14 consecutive calendar days once they start externship or they must be dropped from the program.

Each student has approximately 120 calendar days to complete their externship. Any modular student who does not complete externship training within 120 calendar days should meet with the Academic Dean/Director of Education to approve the time remaining to complete the externship.

Students who drop from externship either prior to starting or during externship and/or delay the completion of their externship for more than 30 days from the last days of attendance must have their skills evaluated by a program instructor or director/chair prior to re-entry to ensure they are still competent to perform skills safely in the externship setting.

WITHDRAWAL PROCEDURES

- Students who intend to withdraw from school are requested to notify the Academic Dean/Director of Education by telephone, in person, by email or in writing to provide official notification of their intent to withdraw and the date of withdrawal.
- Timely notification by the student will result in the student being charged tuition and fees for only the portion of the payment period or period of enrollment that he/she attended as well as ensuring a timely return of federal funds and any other refunds that may be due.
- Students requesting a withdrawal from school must complete a financial aid exit interview.
- Students who have withdrawn from school may contact the school's Education Department about reentry.

MAKE-UP WORK

At the instructor's discretion, make-up work may be provided to students who have missed class assignments or tests. Make-up work must be completed within ten (10) calendar days after the end of the term/module.

REQUIREMENTS FOR GRADUATION

- Successfully complete all courses in the program with a 2.0 cumulative grade point average within the maximum time frame for completion as stated in the school catalog.
- Successfully complete all externship requirements (if applicable).
- Meet any additional program-specific requirements as stated in the catalog.

Commencement exercises are held at least once a year. Upon graduation, all students who are current with their financial obligation to the school shall receive their diploma.

VETERAN'S EDUCATION BENEFITS

Prior Credit for Veterans' Affairs (VA) Beneficiaries

Upon enrollment, Everest will request and obtain official written records of all previous education and experience (including military education and training), grant credit where appropriate, notify the student and shorten the program certified accordingly.

Retroactive Veterans' Benefits

Veterans' benefits can be paid for enrollments up to one year before VA receives a student's application. Schools may certify students retroactively for enrollment periods not previously certified. VA will determine the date of eligibility and the beginning date from which benefits can be paid.

Attendance Requirements for Veteran Students

VA requires that it be notified when a veteran student receives any type of probation or warning related to failure to attend. Such notification may result in the termination of veteran benefits.

Veterans' Leave of Absence (Modular Programs Only)

A student will be granted no more than one leave of absence for a maximum period of 180 days. A written request must be made in advance or the absence will be considered unexcused. VA will be notified immediately when a veteran student is granted leave.

Make-Up Assignments

Make-up work and assignments may not be certified for veteran students for VA pay purposes.

Maximum Timeframe for Veteran Students

Students funded by the VA must complete their programs within the program's standard timeframe to receive veteran benefits.

Satisfactory Academic Progress for Undergraduate Students Receiving VA Benefits

- Veteran students are subject to the Satisfactory Academic Progress Policy and may be placed on academic probation or dismissed for failing to make satisfactory academic progress.
- At the end of a probationary period, a student's progress is re-evaluated. If the student has met minimum standards for satisfactory academic progress and any written conditions of probation that may have been required, the student is removed from probation and returned to regular student status.
- A veteran who fails to make satisfactory academic progress status after two consecutive periods of academic probation must be reported to the VA and may have their benefits terminated.

Veterans Reinstatement after Successful Appeal of Termination

A student who successfully appeals termination due to failure to maintain satisfactory academic progress may be reinstated. A reinstated student enters under an extended probationary period. This probationary period will extend for one grading period, after which a student must meet minimum standards of satisfactory progress to remain in school. The VA will determine whether or not to resume payments of education benefits to a reinstated student.

APPEALS POLICY

Student Academic Appeals Policy

Academic appeals include those appeals related to Satisfactory Academic Progress violations, final grades and academic or financial aid eligibility. In all instances, with the exception of SAP, Everest expects that initially every attempt will be made to resolve such disputes informally through discussions by all relevant parties prior to initiating formal appeals.

All formal academic appeals must be submitted in writing on an Academic Appeal Form to the Academic Dean/Director of Education within five (5) calendar days of the date the student has notice of the adverse academic decision:

- Notice of final grades:
 - Modular - the date the grade(s) are mailed from the school
 - Linear - first day of the subsequent term
- Notice of SAP violation (FA probation or FA dismissal)
 - Modular - the date of the probation/dismissal letter

- Linear - first day of the subsequent term

The appeal must include:

- The specific academic decision at issue
- The date of the decision
- The reason(s) the student believes the decision was incorrect
- The informal steps taken to resolve the disagreement over the decision
- The resolution sought

The written appeal may be accompanied by any additional documentation (e.g., papers, doctor notes, tests, syllabi) the student believes supports the conclusion that the academic decision was incorrect.

Note: Once a formal appeal is filed, no action based on the adverse academic decision may be taken until the appeal process is complete. However, in cases involving financial aid eligibility, all financial aid disbursements shall be suspended until the matter is resolved.

Upon receipt of the Academic Appeal Form, the Academic Dean/Director of Education shall convene an Appeal Committee. The Appeal Committee shall investigate the facts of the matter to the extent deemed appropriate under the circumstances. The Appeal Committee shall render a written decision within five (5) calendar days of the date the appeal was received, and shall forward the decision to the student and the instructor within five (5) calendar days thereafter. Copies of all documents relating to the appeal shall be placed in the student's academic file, and the decision of the Appeal Committee shall be noted in the official student information system within one (1) calendar day of the date of the decision. The decision of the Appeal Committee is final, and no further appeals are permitted.

Note: When an appeal is denied, the date of any suspension of financial aid or dismissal from the program shall be the date of the adverse academic decision. The student will not be charged for any attendance after the date of the adverse academic decision.

Assignment/Test Grades

Students who disagree with an assignment/test grade should discuss it with the instructor upon receipt of the grade. Assignments/test grades are reviewed at the instructor's discretion. If the instructor is not available, the matter should be discussed with the Program Director/Department Chair. Only final course grades are eligible for appeal.

Final Course Grades

In modular programs, appeals of final course grades must be made by the fifth (5th) calendar day after the date the grades are mailed from the school. In linear programs, appeals of final course grades must be made by the sixth (6th) calendar day of the subsequent term. The Academic Dean/Director of Education may direct a grade to be changed when it is determined by an Appeal Committee that a final grade was influenced by any of the following:

1. A personal bias or arbitrary rationale
2. Standards unreasonably different from those that were applied to other students
3. A substantial, unreasonable, or unannounced departure from previously articulated standards
4. The result of a clear and material mistake in calculating or recording grades or academic progress

Satisfactory Academic Progress (SAP) Appeals Policy

In modular program, SAP appeals must be made within five (5) calendar days of the date the student was notified of the violation. In linear programs, SAP appeals must be made by the sixth (6th) calendar day of the subsequent term.

Provided that the student can complete their program within the maximum time frame with the required minimum CGPA, a SAP appeal may be granted if the student demonstrates that s/he is sincerely committed to taking the steps required to succeed in their program and that their failure to maintain the required CGPA or ROP was caused by any of the following mitigating circumstances:

1. The death of a family member
2. An illness or injury suffered by the student
3. Special circumstances of an unusual nature which are not likely to recur

Note: Examples of documentation needed to appeal Satisfactory Academic Progress may include the following: death certificate, medical doctor's note, law enforcement report, loss of employment confirmation, etc.

Additionally, appeals must include a detailed statement of the reason why the student failed to make Satisfactory Academic Progress, and what has changed in the student's situation that will allow the student to demonstrate Satisfactory Academic Progress at the next evaluation period.

The Appeal Committee shall, as a condition of granting the appeal, require the student to develop an Academic Progress Plan in conjunction with their advisor and place the student on FA probation.

FINANCIAL INFORMATION

STATEMENT OF FINANCIAL OBLIGATION

A student who has applied, is accepted, and has begun classes at Everest assumes a definite financial obligation. Each student is legally responsible for his or her own educational expenses for the period of enrollment. A student who is enrolled and has made payments in full or completed other financial arrangements and is current with those obligations, is entitled to all the privileges of attending classes, taking examinations, receiving grade reports, securing course credit, being graduated, and using the Career Services Office.

Any student who is delinquent in a financial obligation to the school, or any educational financial obligation to any third

party, including damage to school property, library fines, and payment of tuition and fees, is subject to exclusion from any or all of the usual privileges of the school. Everest may, in its sole discretion, take disciplinary action on this basis, including suspension or termination of enrollment.

TUITION AND FEES

Tuition and fee information can be found in the "Tuition and Fees" section in this catalog. Modular programs are offered throughout the year on a schedule independent of the standard quarter calendar. When a student begins enrollment in a modular program, the student is charged for tuition by academic year, instead of by quarter.

Quarter-based programs will be charged for the student's first quarter (or mini-term quarter start) in attendance. The minimum full-time course load is 12 credits per quarter. All part-time students must receive a written approval from the President prior to registration. Non-credit-bearing coursework will be charged at the same rate as credit-bearing coursework. Textbook costs per quarter are dependent upon the classes for which the student is registered. All credits for which a student is registered are charged at the current rate, including any courses being repeated. The student's total tuition for a given quarter is determined by multiplying the number of credit hours for which the student is registered at the end of the Add/Drop period by the then current tuition rate for that number of credit hours.

The Enrollment Agreement obligates the student and the School for the entire program of instruction. Students' financial obligations will be calculated in accordance with the refund policy in the contract and this school catalog.

Student may make payments by cash or by the following accepted credit cards: Visa, MasterCard or Discover (if applicable).

TUITION CHARGES FOR RE-ENTRY

- Students re-entering a linear program will be charged tuition at the current cost per credit/quarter.
- **Students re-entering a modular program within 180 days:**
 - Same Program (Same/New Program Version): Will be charged tuition at the original tuition rate reflected on the original enrollment agreement less the amount charged on the prior period of enrollment (Charges plus or minus any tuition adjustments)
 - Same Program (New Program Version of Different Credits/Length of Program): Will be charged tuition at the current catalog rate for the program of enrollment less the amount charged on the prior period of enrollment (Charges plus or minus any tuition adjustments).
 - Different / New Program (Program Change): Will be charged tuition at the current catalog rate for the program of enrollment. A tuition credit will be determined for the student's prior period of enrollment
- **Students re-entering greater than 180 days less than 365 days:**
 - Same Program (Same/New Program Version): Will be charged tuition at the current catalog rate for the program of enrollment less the amount charged on the prior period of enrollment (Charges plus or minus any tuition adjustments)
 - Same Program (New Program Version of Different Credits/Length of Program): Will be charged tuition at the current catalog rate for the program of enrollment less the tuition credit from the prior period of enrollment. Determine which re-entry credit for the prior period of enrollment is in the student's best interest by referring to the Enrollment Agreement Guidelines
 - Different / New Program (Program Change): Will be charged tuition at the current catalog rate for the program of enrollment. A tuition credit will be determined for the student's prior period of enrollment.

NOTE: Any student who has a prior unpaid balance or account that has been referred to a collection agency will not be eligible for re-entry until the unpaid balance has been resolved.

ADDITIONAL FEES AND EXPENSES

Charges for textbooks, uniforms and equipment are separate from tuition. The institution does not charge for books, uniforms and equipment until the student purchases and receives the items. Incidental supplies, such as paper and pencils are to be furnished by the students.

VOLUNTARY PREPAYMENT PLAN

The school provides a voluntary prepayment plan to students and their families to help reduce the balance due upon entry. Details are available upon request from the Student Finance Office.

BUYER'S RIGHT TO CANCEL

The applicant's signature on this Enrollment Agreement (Agreement) does not constitute admission into The School until the student has been accepted for admission by an official of The School. If the applicant is not accepted by The School, all monies paid will be refunded.

A full refund will be made to any student who cancels the enrollment contract within 72 hours (until midnight of the third day excluding Saturdays, Sundays and legal holidays) after the enrollment contract is signed or within the student's first three scheduled class days.

Applicants who have not visited The School prior to enrollment may also cancel within three business days following The School's regularly scheduled orientation procedures or a tour of The School's facilities and inspection of equipment, where training and services are provided, and receive a full refund. The School is required to provide a tour on or before the first scheduled class day.

Cancellation will occur when the student gives a signed and dated written notice of cancellation to the Director of Admissions or President at the address shown on the front of this Agreement. The written notice of cancellation need not take any particular form, and, however expressed, is effective if signed and dated by the student and states that the student no longer wishes to be bound by the Agreement. A notice of cancellation may be given by mail or hand delivery. The notice of cancellation, if sent by mail, is effective when deposited in the mail, properly addressed, with postage prepaid.

OFFICIAL WITHDRAWALS

An official withdrawal is considered to have occurred on the earlier of a) the date that the student provides to The School official notification of his or her intent to withdraw or b) the date that the student begins the withdrawal process. Students who must withdraw from The School are requested to notify the office of the Academic Dean/ Director of Education by telephone, in person, or in writing, to provide official notification of their intent to withdraw. Students will be asked to provide the official date of withdrawal and the reason for withdrawal in writing at the time of official notification. When the student begins the process of withdrawal, the student or the office of the Academic Dean/Director of Education will complete the necessary form(s).

Quarter-based Programs: After the cancellation period, students in quarter-based programs who officially withdraw from The School prior to the end of The School's official add/drop period will be dropped from enrollment, and all monies paid will be refunded.

Modular Programs: Although there is no add/drop period in modular programs, for students who officially withdraw within the first five class days (or for weekend classes within seven calendar days from the date they started class, including the day they started class), all monies paid will be refunded.

DATE OF WITHDRAWAL VERSUS DATE OF DETERMINATION (DOD)

The effective date of withdrawal for refund purposes will be the earliest of the following:

- (a) The last day of attendance, if the student is terminated by The School;
- (b) The date of receipt of written notice from the student; or
- (c) Ten school days following the last date of attendance.

The date of determination is the earlier of the date the student officially withdraws, provides notice of cancellation, or the date The School determines the student has violated an academic standard. For example, when a student is withdrawn for violating an academic rule, the date of the student's withdrawal shall be the student's last date of attendance. The date of determination shall be the date The School determines the student has violated the academic rule, if the student has not filed an appeal. If the student files an appeal and the appeal is denied, the date of determination is the date the appeal is denied. If the student ceases attendance without providing official notification, the DOD shall be no more than 14 days from the student's last date of attendance.

FEDERAL FINANCIAL AID RETURN POLICY

Return of Title IV Funds Calculation and Policy

The School is required to determine earned and unearned portions of Title IV aid for students who cancel, withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The Return of Title IV Funds calculation (Return calculation) is based on the percentage of earned aid using the following calculation: Percentage of payment period or term completed equals the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned equals (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total dollar amount of aid that could have been disbursed during the payment period or term.

The School must return the lesser of:

1. The amount of Title IV program funds that the student did not earn; or
2. The amount of institutional charges that the student incurred for the payment period or period of enrollment multiplied by the percentage of funds that were not earned.

The student (or parent, if a Federal PLUS loan) must return or repay the amount by which the original overpayment amount exceeds 50% of the total grant funds received by the student for the payment period or period of enrollment, if the grant overpayment is greater than \$50. (Note: If the student cannot repay the grant overpayment in full, the student must make satisfactory arrangements with the U.S. Department of Education to repay any outstanding grant balances. The Student Financial Aid Department will be available to advise the student in the event that a student repayment obligation exists. The individual will be ineligible to receive additional student financial assistance in the future if the financial obligation(s) is not satisfied.)

The School must return the Title IV funds for which it is responsible in the following order:

1. Unsubsidized Direct Stafford loans (other than PLUS loans)
2. Subsidized Direct Stafford loans
3. Federal Perkins loans
4. Direct PLUS loans
5. Federal Pell Grants for which a return of funds is required
6. Academic Competitiveness Grants for which a return of funds is required
7. National Smart Grants for which a return of funds is required
8. Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required

If a student withdraws after the 60% point-in-time, the student has earned all Title IV funds that he/she was scheduled to receive during the period and, thus, has no unearned funds; however, The School must still perform a Return calculation. If the student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement, which must be paid within 180 days of the DOD. If a student earned less aid than was disbursed, The School would be required to return a portion of the funds, and the student would be required to return a portion of the funds. Any outstanding student loans that remain are to be repaid by the student according to the terms of the student's promissory notes.

After a Return calculation has been made and a state/institutional refund policy, if applicable, has been applied, any resulting credit balance (i.e. earned Title IV funds exceed institutional charges) must be paid within 14 days from the date that The School performs the Return calculation and will be paid in one of the following manners:

1. Pay authorized charges at the institution;
2. With the student's permission, reduce the student's Title IV loan debt (not limited to the student's loan debt for the period of enrollment);
3. Return to the student.

Timeframe within which Institution is to Return Unearned Title IV Funds

The school must return the amount of unearned Title IV funds for which it is responsible within 45 days after the DOD.

Effect of Leaves Of Absence on Returns

If a student does not return from an approved leave of absence on the date indicated on the written request, the withdrawal date is the student's last day of attendance. For more information, see the Leave of Absence section in The School catalog.

REFUND POLICIES

If a state refund policy can provide a larger refund to the student than The School's refund policy, a refund worksheet using both policies will be included in each student's file, and the student will be given the benefit of the refund policy that results in the larger refund to the student.

Institutional Pro Rata Refund Calculation and Policy

When a student withdraws, The School must determine how much of the tuition and fees it is eligible to retain. The Pro Rata Refund Calculation and Policy is an institutional policy and is different from the Federal Financial Aid Return Policy and Return calculation; therefore, after both calculations are applied, a student may owe a debit balance (i.e. the student incurred more charges than he/she earned in Title IV funds) to The School.

The School will perform the Pro Rata Refund Calculation for students who terminate their training before completing the period of enrollment. Under the Pro Rata Refund Calculation, The School is entitled to retain only the percentage of charges (tuition, fees, room, board, etc.) proportional to the period of enrollment completed by the student. The period of enrollment completed by the student is calculated by dividing the total number of calendar days in the period of enrollment into the calendar days in the period as of the student's last date of attendance. The period of enrollment for students enrolled in modular programs is the academic year. The period of enrollment for students enrolled in quarter-based programs is the quarter. The refund is calculated using the following steps:

1. Determine the total charges for the period of enrollment.
2. Divide this figure by the total number of calendar days in the period of enrollment.
3. The answer to the calculation in step 2 is the daily charge for instruction.
4. The amount owed by the student, for the purposes of calculating a refund, is derived by multiplying the total calendar days in the period as of the student's last date of attendance by the daily charge for instruction and adding in any book or equipment charges.
5. The refund shall be any amount in excess of the figure derived in step 4 that was paid by the student.

TEXAS REFUND POLICY (TEXAS EDUC. CODE §§ 132.061-132.0611)

1. Refund computations will be based on scheduled course time of class attendance through the last date of attendance. Leaves of absence, suspensions and school holidays will not be counted as part of the scheduled class attendance.
2. The effective date of termination for refund purposes will be the earliest of the following:
 - (a) The last day of attendance, if the student is terminated by the school;
 - (b) The date of receipt of written notice from the student; or
 - (c) Ten school days following the last date of attendance.
3. If tuition and fees are collected in advance of entrance, and if after expiration of the 72 hour cancellation privilege the student does not enter school, not more than \$100 in nonrefundable administrative fees shall be retained by the school for the entire residence program or synchronous distance education course.
4. If a student enters a residence or synchronous distance education program and withdraws or is otherwise terminated, the school or college may retain not more than \$100 in nonrefundable administrative fees for the entire program. The minimum refund of the remaining tuition and fees will be the pro rata portion of tuition, fees, and other charges that the number of hours remaining in the portion of the course or program for which the student has been charged after the effective date of termination bears to the total number of hours in the portion of the course or program for which the student has been charged, except that a student may not collect a refund if the student has completed 75 percent or more of the total number of hours in the portion of the program for which the student has been charged on the effective date of termination.

5. Refunds for items of extra expense to the student, such as books, tools, or other supplies should be handled separately from refund of tuition and other academic fees. The student will not be required to purchase instructional supplies, books and tools until such time as these materials are required. Once these materials are purchased, no refund will be made. For full refunds, the school can withhold costs for these types of items from the refund as long as they were necessary for the portion of the program attended and separately stated in the enrollment agreement. Any such items not required for the portion of the program attended must be included in the refund.
6. A student who withdraws for a reason unrelated to the student's academic status after the 75 percent completion mark and requests a grade at the time of withdrawal shall be given a grade of "incomplete" and permitted to re-enroll in the course or program during the 12-month period following the date the student withdrew without payment of additional tuition for that portion of the course or program.
7. A full refund of all tuition and fees is due and refundable in each of the following cases:
 - (a) An enrollee is not accepted by the school;
 - (b) If the course of instruction is discontinued by the school and this prevents the student from completing the course; or
 - (c) If the student's enrollment was procured as a result of any misrepresentation in advertising, promotional materials of the school, or representations by the owner or representatives of the school.

A full or partial refund may also be due in other circumstances of program deficiencies or violations of requirements for career schools and colleges.

8. **REFUND POLICY FOR STUDENTS CALLED TO ACTIVE MILITARY SERVICE.**

A student of the school or college who withdraws from the school or college as a result of the student being called to active duty in a military service of the United States or the Texas National Guard may elect one of the following options for each program in which the student is enrolled:

- (a) if tuition and fees are collected in advance of the withdrawal, a pro rata refund of any tuition, fees, or other charges paid by the student for the program and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal;
 - (b) a grade of incomplete with the designation "withdrawn-military" for the courses in the program, other than courses for which the student has previously received a grade on the student's transcript, and the right to re-enroll in the program, or a substantially equivalent program if that program is no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition, fees, or other charges for the program other than any previously unpaid balance of the original tuition, fees, and charges for books for the program; or
 - (c) the assignment of an appropriate final grade or credit for the courses in the program, but only if the instructor or instructors of the program determine that the student has:
 - (1) satisfactorily completed at least 90 percent of the required coursework for the program; and
 - (2) demonstrated sufficient mastery of the program material to receive credit for completing the program.
9. The payment of refunds will be totally completed such that the refund instrument has been negotiated or credited into the proper account(s), within 60 days after the effective date of termination.

TEXTBOOK AND EQUIPMENT RETURN/REFUND POLICY

A student who was charged for and paid for textbooks, uniforms, or equipment may return the unmarked textbooks, unworn uniforms, or new equipment within 30 days following the date of the student's cancellation, termination, or withdrawal. The School shall then refund the charges paid by the student. Uniforms that have been worn cannot be returned because of health and sanitary reasons. If the student fails to return unmarked textbooks, unworn uniforms or new equipment within 30 days, The School may retain the cost of the items that has been paid by the student. The student may then retain the equipment without further financial obligation to The School.

EFFECT OF LEAVES OF ABSENCE ON REFUNDS

If a student does not return from an approved leave of absence (when applicable) on the date indicated on the written request, monies will be refunded. The refund calculation will be based on the student's last date of attendance. The DOD is the date the student was scheduled to return.

TIMEFRAME WITHIN WHICH INSTITUTION IS TO ISSUE REFUNDS

Refunds will be issued within 30 days of either the date of determination or from the date that the applicant was not accepted by The School, whichever is applicable.

INSTITUTIONAL REFUND POLICY FOR STUDENTS CALLED TO ACTIVE MILITARY DUTY

Newly Admitted Students

Students who are newly admitted to the school and are called to active military duty prior to the first day of class in their first term/module shall receive a full refund of all tuition and fees paid. Textbook and equipment charges shall be refunded to the student upon return of the textbooks/unused equipment to the school.

Continuing Students

Continuing students called to active military duty are entitled to the following:

If tuition and fees are collected in advance of the withdrawal, a strict pro rata refund of any tuition, fees, or other charges paid by the student for the program and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal for active military service ("WZ").

Continuing Modular Diploma Students

Continuing modular diploma students who have completed 50% or less of their program are entitled to a full refund of tuition, fees, and other charges paid. Such students who have completed more than 50% of their program are entitled to a strict pro rata refund.

STUDENT FINANCING OPTIONS

The school offers a variety of student financing options to help students finance their educational costs. Detailed information regarding financing options available and the Financial Aid process can be obtained from the school's Student Financial Planning Brochure. Information regarding other sources of financial assistance such as benefits available through the Bureau of Indian Affairs, Division of Vocational Rehabilitation, Veterans Assistance and State Programs can be obtained through those agencies.

Financial Assistance

Financial assistance (aid) in the form of grants and loans is available to eligible applicants who have the ability and desire to benefit from the specialized program/training offered at the school.

Student Eligibility

To receive financial assistance, you must have the following:

1. Usually, have financial need
2. Be a U.S. citizen or eligible noncitizen
3. Have a social security number
4. If male, be registered with the Selective Service
5. If currently attending school, be making satisfactory academic progress
6. Be enrolled as a regular student in any of the school's eligible programs
7. Not be in default on any federally-guaranteed loan
8. Have a high school diploma or its equivalent, have completed homeschooling at the secondary level as defined by state law or qualify for admissions under the Ability to Benefit Grandfathering Policy.

Federal Financial Aid Programs

The following is a description of the Federal Financial Aid Programs available at the school. Additional information regarding these programs, eligibility requirements, the financial aid process and disbursement of aid can be obtained through the school's Student Financial Planning Brochure, the school's Student Finance Office, and the U.S. Department of Education's Guide to Federal Student Aid, which provides a detailed description of these programs. The guide is available online at:

http://studentaid.ed.gov/students/publications/student_guide/index.html

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study (FWS)
- Federal Direct Stafford Loans (DL)
- Federal Direct Parent Loan for Undergraduate Students (PLUS)

Alternative Loan Programs

If your primary financing option does not fully cover your program costs, alternative financing options can help bridge that financial gap. Private loan programs are convenient, affordable and easy to use.

- There are alternative loans provided by private lenders.
- The rate may be variable and the loan approved and origination fees may be based on credit.
- Repayment terms may vary based on lender programs.
- Student may apply on their own or with a co-borrower.

Please see one of the Student Finance Planners for further information.

GRANTS AND SCHOLARSHIPS

Dream Award Program and Scholarships

Graduates of any Corinthian Colleges, Inc. (CCi) school may be nominated for the CCi-sponsored Dream Award program. Scholarship awards must be used within two years of the award and they are not transferrable nor can they be exchanged for cash.

Campus Dream Award: Each campus will nominate one recent graduate from the campus to represent the campus in the award competition. Nominations are accepted from April 1 to June 30 each year. Selection of the nominee is based on a review of recent graduates within the past three years by the Campus Selection Committee. The selected nominee should be a graduate whose life story could have gone in any direction, but whose decision to attend a CCI school was a turning point for them. The selected nominee should be an inspiration and motivation to other students. Each Campus Dream Award recipient will receive:

1. A scholarship worth \$2,500 that may be used at any CCI campus for training that is more advanced than the one from which the nominee has graduated, and
2. A plaque
3. \$100 Visa gift card

Regional & National Dream Award: Following the close of the nomination period for the Campus Dream Award, the regional and national recipients will be selected from the campus nominees by the divisional leadership and the executive management team.

The regional winners will be selected from the pool of campus winners and will receive:

1. A regional trophy
2. \$1,000 Visa gift card

The national award will be given to the nominee with the most compelling story and highest level of achievement. The award will be announced to the winner by the end of August and will be presented at the Fall CCI Presidents' Meeting. The award will include:

1. A full scholarship that may be used at any CCI campus for training that is more advanced than the program from which the recipient has graduated,
 2. An all-expense paid trip to the Fall Presidents' Meeting,
 3. \$2,500 Visa gift card,
 4. A trophy,
 5. A letter of recognition, and
 6. A nomination to the Association of Private Sector Colleges and Universities (APSCU) Great Award.
- Additional information regarding this award and scholarship program may be requested from the Campus President.

Imagine America Scholarship

The campus participates in the Imagine America scholarship program administered by the Imagine America Foundation. The Imagine America scholarships are valued at \$1,000 each and may be awarded to graduating seniors from participating high schools. Applicants must graduate high school with a GPA of 2.5 or above and may be requested to demonstrate commitment to community service and/or demonstrate financial need. The high school guidance counselor and the high school principal select the students of their choice to receive the award. Certificates have to be signed by the counselor and principal to be valid.

Applicants may apply for this scholarship online at www.imagine-america.org. Applicants may apply for this scholarship beginning January 1st of the year in which they graduate and scholarship certificates will be accepted until December 31st of the year in which they are awarded.

Imagine America scholarship certificates are to be given to the Student Finance Office prior to class commencement and are non-transferable and cannot be exchanged for cash. The scholarship cannot be used in conjunction with any of the other scholarships offered at the campus.

Career Colleges and Schools of Texas Scholarship

The College participates in the Career Colleges and Schools of Texas (CCST) Scholarship Program, operated by the Career Colleges and Schools of Texas.

Under this scholarship program up to 10 \$1,000 CCST scholarships are available at each Texas high school and can be awarded to 10 graduating high school seniors from that school.

Unique scholarship certificates are generated by the high school through the CCST Scholarship website. The high school administration selects the students to receive the award. Certificates have to be signed by the counselor and principal to be valid. The chosen high school seniors can each only receive one CCST scholarship.

CCST scholarship certificates are to be given to the Financial Aid Office prior to class commencement, are non-transferable and cannot be exchanged for cash. Scholarship certificates will be accepted until the end of the year in which they are awarded.

President's Scholarship

Students enrolled as of September 1, 2013 in any quarter based degree program, in Everest College, Everest University or Everest Institute, who have 16 credits or less remaining to graduate as of October 7, 2013, are entitled to receive the amount of \$875 per term for a maximum of \$1,750 for the total of two terms as a non-transferrable scholarship in order to complete their program.

In order to be eligible for consideration, students must remain in good standing with Everest University, Everest Institute or Everest College. They must maintain a 2.0 GPA and must graduate no later than April 2014.

This scholarship is to be awarded for the sole purpose of tuition charges and will be awarded and applied to the student account upon the degree completion. This scholarship is non-transferrable and cannot be applied to additional degrees or diplomas.

MILITARY SCHOLARSHIPS

As a sign of appreciation to our friends in uniform and their families, the following are eligible to apply for the Military Scholarship: military personnel serving in the Armed Forces, which include the U.S. Army, Navy, Marines, Air Force, Activated Guard/Reserve and U.S. Coast Guard, military spouses of active military personnel serving in the Armed Forces, veterans using Veterans Affairs ("VA") education benefits, and spouses or other dependents using VA education benefits.

The Scholarship includes a quarterly tuition stipend applied as a credit to the student's account and no cash payments will be awarded to the student. Scholarship funds are set at the beginning of each fiscal year and are awarded on a continuing basis until funds for the fiscal year are depleted. Scholarship awards may not exceed 50% of tuition charged for the term. The scholarship is non-transferrable and non-substitutable and cannot be combined with any other program. The scholarship or program with the greatest benefit to the student will be applied. Applications may be requested from the Admissions Office.

Eligibility: Applicants must meet entrance requirements for their program of study. Applicants must meet the eligibility requirements listed above and provide proof of eligibility by submitting a copy of official military documentation with their application. Proof of eligibility includes valid military identification card, Leave and Earnings Statement, DD214, Certificate of Eligibility. The scholarship may be renewed from quarter-to-quarter so long as the recipient continues to meet the eligibility requirements, remains enrolled, maintains satisfactory academic progress, and maintains a 2.50 cumulative grade point average.

Payment Schedule:

Member Status	Military Scholarship Amount
U.S. Military Service Member – Army, Navy, Air Force, Marines, Coast Guard, Activated National Guard or Activated Reservist	50% of tuition
Veteran – veteran using VA or other military education benefits	10% of tuition
Military Spouse – spouse of active-duty military personnel serving in the Armed Forces	10% of tuition
Military spouse or dependent – spouse or dependent using military education benefits	10% of tuition
Other – service member, veteran or family member not listed above and using military education benefits	10% of tuition

ADMINISTRATIVE POLICIES

STATEMENT OF NON-DISCRIMINATION

Everest does not discriminate on the basis of race, color, religion, age, disability, sex, sexual orientation, national origin, citizenship status, gender identity or status, veteran or marital status in the administration of its educational and admissions policies, scholarship and loan programs, or other school-administered programs. In compliance with the Americans with Disabilities Act of 1990, as amended and Section 504, Everest provides qualified applicants and students who have disabilities with reasonable accommodations that do not impose undue hardship.

DISABILITY

Everest complies with federal laws including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended. The Campus President has been designated the Section 504/ADA Coordinator and will coordinate the efforts of Everest to comply with all relevant disability laws. Inquiries should be directed to this person at the campus contact information located in this catalog.

DISABILITY ACCOMMODATION PROCEDURE

Everest's disability accommodation procedure is a collaborative and interactive process between the student and the Section 504/ADA Coordinator. The student will meet with the Section 504/ADA Coordinator on campus to request and submit an Accommodation Request form and discuss disability related needs. The Section 504/ADA Coordinator is available to the student to assist with questions and provide assistance in filling out the Accommodations Request form. The student will provide a completed Accommodations Request form and documentation of their medical condition to the Section 504/ADA Coordinator for review. The documentation of a medical condition may be from a licensed medical doctor, psychologist, audiologist, speech pathologist, registered nurse, licensed clinical social worker, marriage and family therapist, rehabilitation counselor, physical therapist, learning disability specialist, or other appropriate health professional. This documentation should verify the medical condition and suggest appropriate accommodations for the student. If the accommodation is denied, the student is informed of their right to appeal the decision and the necessary steps to file an appeal.

To file an appeal the student should supply documentation and/or other evidence to substantiate the need for the denied accommodation(s). The evidence is submitted to the Section 504/ADA Coordinator with a new accommodation form marked appeal.

DISABILITY GRIEVANCE PROCEDURES

A student initiates the Disability Grievance Procedure by contacting the Section 504/ADA Coordinator. The Section 504/ADA Coordinator will explain the complaint procedures and assist the student in filing a complaint. The complaint need only be a written letter containing allegations that specifically identify the discriminatory conduct, the person(s) who did it, and all

witnesses the student believes can support the allegations. A complaint should be made as soon as the student believes he/she has been discriminated against, but no later than within 180 days of the date that the alleged discrimination occurred, or the date on which the student could reasonably have learned of the discrimination.

When a complaint is filed, the Section 504/ADA Coordinator begins an investigation within 14 days. The student, the accused, and any witnesses they identify are interviewed. Any relevant documents identified by these persons are reviewed. Within 45 days of the complaint, the Section 504/ADA Coordinator informs the student and accused in writing of sufficient or insufficient evidence to confirm the student's allegations, states the key facts, reasons why that conclusion was reached, and outlines any proposed resolution or corrective action if applicable. The student is also notified of the right to appeal the investigation conclusion. An appeal must be made in writing to the CCI Director of Academic Services, who may be reached at the Student Help Line number or email address below within 15 days of receiving notice about the investigation conclusion. Within 15 days of receiving the appeal, the CCI Director of Academic Services reviews the matter and provides a decision in writing.

Complaints are investigated in a manner that protects the privacy and confidentiality of the parties to the extent possible. No employee or agent of the school may intimidate, threaten, coerce or otherwise discriminate or retaliate against any individual because he or she has filed a complaint or participated in the complaint resolution process. If a student believes any such retaliation has occurred, a complaint of retaliation should be filed according to the procedure described above.

If the 504/ADA Coordinator is the subject of the grievance, the student should contact the Student Help Line at (800) 874-0255 or via email at StudentServices@cci.edu. The Student Helpline in consultation with the appropriate Academic Services team member(s) will provide guidance to the student for initiating and submitting their grievance in writing to StudentServices@cci.edu.

CODE OF STUDENT CONDUCT

The Code of Student Conduct applies at all times to all students. As used in this Code, a student is any individual who has been accepted or is enrolled in school. Student status lasts until an individual graduates, is withdrawn, or is otherwise not in attendance for more than 180 consecutive calendar days.

Everest seeks to create an environment that promotes integrity, academic achievement, and personal responsibility. All schools should be free from violence, threats and intimidation, and the rights, opportunities, and welfare of students must be protected at all times.

To this end, this Code sets forth the standards of behavior expected of students as well as the process that must be followed when a student is accused of violating those standards. Reasonable deviations from the procedures contained herein will not invalidate a decision or proceeding unless, in the sole discretion of the school, the deviation(s) significantly prejudice the student. The School President (or designee) is responsible for appropriately recording and enforcing the outcome of all disciplinary matters.

Conduct Affecting the Safety of the Campus Community

Everest reserves the right to take all necessary and appropriate action to protect the safety and well-being of the campus community. The School President (or designee) may immediately suspend any student whose conduct threatens the health and/or safety of any person(s) or property. The suspension shall remain in effect until the matter is resolved through the disciplinary process. Such conduct includes, but is not limited to:

- Possessing alcohol or other intoxicants, drugs, firearms, explosives, weapons, dangerous devices, or dangerous chemicals on school premises
- Theft
- Vandalism or misuse of school, or another's property
- Harassment or intimidation of others
- Endangerment, assault, or infliction of physical harm

Other Prohibited Conduct

Additionally, disciplinary action may be initiated against any student(s) based upon reasonable suspicion of attempting to commit, or assisting in the commission of any of the following prohibited forms of conduct:

- Cheating, plagiarism, or other forms of academic dishonesty
- Forgery, falsification, alteration or misuse of documents, funds, or property
- Any disruptive or obstructive actions, including:
 - The use of cell phones or other electronic devices for voice or text communication in the classroom, unless permitted by the instructor
 - The inappropriate use of electronic or other devices to make an audio, video, or photographic record of any person while on school premises without his/her prior knowledge or effective consent
- Failure to comply with school policies or directives
- Any other action(s) that interfere with the learning environment or the rights of others
- Violations of local, state, provincial, or federal law

Note: This list is not exhaustive, but rather offers examples of unacceptable behavior which may result in disciplinary action.

Limitations On Students with Pending Disciplinary Matters

Any student with a pending disciplinary matter shall not be allowed to:

- Enroll or attend classes at another Corinthian Colleges Inc. (CCI) school;
- Graduate or participate in graduation ceremonies; or

- Engage in any other activities proscribed by the School President.

Additionally, if a student withdraws from school at any point during the disciplinary process, the student is not eligible for readmission to any CCI school prior to resolving the outstanding disciplinary issue.

Inquiry by the School President

If the School President (or designee), in his or her sole discretion, has reason to believe that a student has violated the Code of Student Conduct, the School President (or designee) shall conduct a reasonable inquiry and determine an appropriate course of action. If the School President (or designee) determines that a violation has not occurred, no further action shall be taken.

Conduct which does not Warrant a Suspension or Dismissal

If the School President (or designee), in his or her sole discretion, determines that the student's behavior may have violated this Code but does not warrant a suspension or dismissal, the School President (or designee) shall promptly provide the student with a written warning. Multiple written warnings may result in a suspension or dismissal.

Conduct which Warrants a Suspension or Dismissal

If the School President (or designee), in his or her sole discretion, determines that the student's behavior warrants a suspension or dismissal, the School President (or designee) shall promptly provide the student with a written notice of the following:

- The conduct for which the sanction is being imposed;
- The specific sanction being imposed; and
- The right to appeal if a written request is filed by the student within (5) calendar days of the date of the written notice.

ALCOHOL AND SUBSTANCE ABUSE STATEMENT

Everest does not permit or condone the use or possession of marijuana, alcohol, or any other illegal drug, narcotic, or controlled substance by students. Possession of these substances on campus is cause for dismissal.

STUDENT USE OF INFORMATION TECHNOLOGY RESOURCES POLICY

IT resources may only be used for legitimate purposes, and may not be used for any other purpose which is illegal, unethical, dishonest, damaging to the reputation of the school, or likely to subject the school to liability. Impermissible uses include, but are not limited to:

- Harassment;
- Libel or slander;
- Fraud or misrepresentation;
- Any use that violates local, state/provincial, or federal law and regulation;
- Disruption or unauthorized monitoring of electronic communications;
- Disruption or unauthorized changes to the configuration of antivirus software or any other security monitoring software;
- Unauthorized copying, downloading, file sharing, or transmission of copyright-protected material, including music;
- Violations of licensing agreements;
- Accessing another person's account without permission;
- Introducing computer viruses, worms, Trojan Horses, or other programs that are harmful to computer systems, computers, or software;
- The use of restricted access computer resources or electronic information without or beyond a user's level of authorization;
- Providing information about or lists of CCI users or students to parties outside CCI without expressed written permission;
- Downloading or storing company or student private information on portable computers or mobile storage devices;
- Making computing resources available to any person or entity not affiliated with the school;
- Posting, downloading, viewing, or sending obscene, pornographic, sexually explicit, hate related, or other offensive material;
- Academic dishonesty as defined in the Code of Student Code;
- Use of CCI logos, trademarks, or copyrights without prior approval;
- Use for private business or commercial purposes.

COPYRIGHT POLICY

It is the intention of Everest to strictly enforce a policy of zero tolerance for copyright violations and to comply with all applicable laws and regulations. Any student who engages in the unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, is subject to disciplinary actions by the school, or any applicable actions in conjunction with federal and state law.

SEXUAL HARASSMENT POLICY

Everest strives to provide and maintain an environment free of all forms of harassment. Behavior toward any student by a member of the staff, faculty, or student body that constitutes unwelcome sexual advances will be dealt with quickly and vigorously and will result in disciplinary action up to and including dismissal. Any student who believes that he or she is a victim

of sexual harassment should immediately notify the office of the School President. The School President will conduct an investigation of all allegations. Information surrounding all complaints will be documented and kept strictly confidential.

SANCTIONS

Sanctions should be commensurate with the nature of the student's conduct. All sanctions imposed should be designed to discourage the student from engaging in future misconduct and whenever possible should draw upon educational resources to bring about a lasting and reasoned change in behavior.

Suspension – A sanction by which the student is not allowed to attend class for a specific period of time. Satisfactory completion of certain conditions may be required prior to the student's return at the end of the suspension period. During a period of suspension, a student shall not be admitted to any other CCI school.

Note: Student absences resulting from a suspension shall remain in the attendance record regardless of the outcome of any disciplinary investigation or the decision of the Student Conduct Committee.

Dismissal – A sanction by which the student is withdrawn from school. Such students may only reapply for admission with the approval of the School President. Students dismissed for violations of this Code remain responsible for any outstanding balance owed to the school.

APPEAL PROCESS

Students are entitled to appeal any sanction which results in suspension or dismissal. The appeal must be in writing and filed within five (5) calendar days of the date of the written notice. If the student files a timely appeal, the School President (or designee) shall convene a Student Conduct Committee to conduct the hearing. The Committee shall generally include the School President, the Academic Dean/Director of Education, a Program or Department Chair, the Student Services Coordinator, or a faculty member. The members of the Committee shall select a Chair. If the alleged violation involves allegations of sexual misconduct committed against faculty or staff, the Committee must include a representative from Corporate or Division Human Resources.

The Committee Chair shall timely schedule a hearing date, and provide written notice to the student. The notice must be mailed or otherwise delivered to the student at least two (2) calendar days prior to the scheduled hearing date, and include notice that the student may:

- Appear in person, but is not required to appear
- Submit a written statement
- Respond to evidence and question the statements of others
- Invite relevant witnesses to testify on his/her behalf
- Submit written statements signed by relevant witnesses

Attendance at the hearing is limited to those directly involved or those requested to appear. Hearings are not open to the public and are not recorded.

The Student Conduct Committee shall:

- Provide the student a full and reasonable opportunity to explain his/her conduct
- Invite relevant witnesses to testify or submit signed statements
- Reach a decision based upon the information submitted prior to the hearing and the testimony and information of the student and witnesses at the hearing
- If the student does not appear, or elects not to appear, the Committee may proceed in the student's absence and the decision will have the same force and effect as if the student had been present

The Student Conduct Committee shall issue a written decision to the student within five (5) calendar days of the date of the hearing which may:

- Affirm the finding and sanction imposed by the School President (or designee)
- Affirm the finding and modify the sanction. Sanctions may only be reduced if found to be grossly disproportionate to the offense
- Disagree with the previous finding and sanction and dismiss the matter. A matter may be dismissed only if the original finding is found to be arbitrary and capricious

The decision of the Student Conduct Committee is final, and no further appeal is permitted.

RECORDS OF DISCIPLINARY MATTERS

All disciplinary files shall be kept separate from the student academic files until resolved. Disciplinary files for students who have violated the Code of Student Conduct shall be retained as part of the student's academic file and considered "education records" as appropriate, pursuant to the Family Educational Rights and Privacy Act (FERPA).

Disciplinary records shall be retained in the student's academic file permanently and a note shall be included in the official student information system indicating the date of the disciplinary decision and the sanction imposed.

When circumstances warrant, disciplinary matters shall be referred to the appropriate law enforcement authorities for investigation and prosecution. Additionally, disciplinary records may be reported to third parties as applicable (e.g. Veteran's Administration).

STUDENT COMPLAINT PROCEDURE

Complaints are defined as any student concern regarding school programs, services, or staff not addressed by other school policies. Students have the right to file a complaint with the school at any time. Students are encouraged to first attempt to informally resolve their complaint with the instructor or staff member in the department most directly connected with their complaint. Students who are unable to resolve their complaint informally should submit their complaint in writing to the School

President. The President will meet with the student to discuss the complaint and provide the student with a written response within seven (7) calendar days of the meeting. Students who are not satisfied with the response of the President may contact the Student Help Line at (800) 874-0255 or email at studentservices@cci.edu.

If a student feels that the school has not adequately addressed a complaint or concern, the student may consider contacting the Accrediting Council for Independent Colleges and Schools. All complaints considered by the Council must be in written form, with permission from the complainant(s) for the Council to forward a copy of the complaint to the school for a response. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Council. Please direct all inquiries to:

Accrediting Council for Independent Colleges and Schools
750 First Street, N.E., Suite 980
Washington, DC 20002-4223
(202) 336-6780

If you have followed the above guidelines and still feel that your concern has been improperly addressed, students may also contact and file a complaint with the state's agency and the state's Attorney General's office at the following mailing addresses:

Texas Workforce Commission
Career Schools and Colleges
101 East 15th Street
Austin, TX 78778-0001

Office of the Attorney General
P.O. Box 12548
Austin, Texas 78711-2548
Main Phone: 512-463-2100
Consumer Protection Hotline: 800-621-0508
Website: <https://www.oag.state.tx.us>

*Texas Higher Education Coordinating Board
Office of General Counsel
P.O. Box 12788
Austin, Texas 78711-2788
StudentComplaints@theccb.state.tx.us
<http://www.theccb.state.tx.us>

*All complaints must be submitted to the Coordinating Board via email or mail on the student complaint form, which is available on the above-referenced website. All submitted complaints must include a student complaint and the appropriate releases. The Coordinating Board has the ability to refer certain complaints to other agencies or entities as they see appropriate or investigate the student complaint internally. If an informal resolution cannot be reached, the Commissioner will make a final and written determination. Additional details regarding the complaint process are available on the Coordinating Board's website.

DRESS CODE

Students must adhere to the campus dress code standards and are expected to dress in a manner that would not be construed as detrimental to the student body, the educational process or wear any clothing which has expressed or implied offensive symbols or language. Students should always be cognizant of the first impression of proper dress code and grooming, and note that Everest promotes a business atmosphere where instructors and guests are professionals and potential employers. In addition, students may be required to wear uniforms that present a professional appearance.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the institution receives a request for access.

A student should submit to the Registrar's Office a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and will notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the Registrar shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.
A student who wishes to ask the institution to amend a record should write to the Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the institution decides not to amend the record as requested, the institution will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the institution discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The institution discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the institution has contracted as its agent to provide a service instead of using institution employees or officials (such as an attorney, auditor or collection agent, campus security personnel and a health provider); a person serving the institution in an advisory capacity; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks, or an accreditor or an official of the state's department of education. Please note that in certain circumstances, such as with an infectious disease health threat or security threat, the school may disclose individually identifiable information without notice.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the institution.

Everest is committed to the protection of student education information. While Everest does not publish a student directory, from time to time the school publishes communications, such as graduation and honor roll lists, that include Everest-designated directory information. Everest expressly limits its designated directory information to students' names, graduation dates, programs of study, degrees, diplomas, certificates and honors/awards received. A student who wishes not to be included in the campus publications referenced above must obtain an Opt-Out form from the Registrar's Office and submit the completed form to the Registrar.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

STUDENT RECORDS

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. Everest maintains complete records for each student, including grades, attendance, prior education and training, placement, financial aid and awards received. Student records should be maintained on campus for five years.

TRANSCRIPT AND DIPLOMA RELEASE

Student academic transcripts are available upon written request by the student. Student records may be released only to the student or his/her designee as directed by the Family Educational Rights and Privacy Act of 1974.

Transcript and diploma requests must be made in writing to the Office of the Registrar. Official transcripts will be released to students who are current with their financial obligation to the school. Diplomas will be released to students who are current with their financial obligation upon completion of their school program.

CAMPUS SECURITY AND CRIME AWARENESS POLICIES

As required by Public Law 101-542, as amended by Public Law 102-325, Title II, Crime Awareness and Campus Security Act of 1990, Section 294, Policy and Statistical Disclosures, Everest has established policies regarding campus security.

Everest strives to provide its students with a secure and safe environment. Classrooms and laboratories comply with the requirements of the various federal, state and local building codes, with the Board of Health and Fire Marshal regulations. Most campuses are equipped with alarm systems to prevent unauthorized entry. Facilities are opened each morning and closed each evening by administrative personnel.

In emergency situations, students should call 911 for an immediate response from the local law enforcement agency. Thereafter, the crime should be reported to the Campus President (or designee). In non-emergency situations, the crime should be reported as soon as possible to the Campus President (or designee) and the local law enforcement agency. All students are encouraged to report all crimes and public safety incidents to the Campus President (or designee) in a timely manner. The Campus President (or designee) shall document each incident reported and determine an appropriate response based on the nature of the incident. All victims of crime that occur on campus shall be provided with the opportunity to report the incidents to the local law enforcement authority.

Students are responsible for their own security and safety both on-campus and off-campus and must be considerate of the security and safety of others. The school has no responsibility or obligation for any personal belongings that are lost, stolen or damaged, whether on or off school premises or during any school activities.

On May 17, 1996, the President of the United States signed Megan's Law into federal law. As a result, local law enforcement agencies in all 50 states must notify schools, day care centers, and parents about the presence of dangerous offenders in their area. Students are advised that the best source of information on the registered sex offenders in the community is the local sheriff's office or police department. The following link will provide you with a list of the most recent updated online information regarding registered sex offenders by state and county: <http://www.fbi.gov/hq/cid/cac/registry.htm>.

DRUG-FREE SCHOOLS POLICY

The Drug-Free Schools and Communities Act of 1989, Public Law 101-226, requires institutions receiving financial assistance to implement and enforce drug prevention programs and policies. Students shall receive a copy of the Drug-Free Schools/Drug-Free Workplace Annual Disclosure upon enrollment, and thereafter no later than January 31st of each calendar year they are enrolled. The information and referral line that directs callers to treatment centers in the local community is available through Student Services.

Everest prohibits the manufacture and unlawful possession, use or distribution of illicit drugs or alcohol by students on its property and at any school activity. If students suspect someone to be under the influence of any drug or alcohol, they should immediately bring this concern to the attention of the Academic Dean/Director of Education or Campus President. Students who violate the school's prohibitions against alcohol, controlled substances, and drugs are subject to disciplinary action up to and including dismissal from the school. Information on the disciplinary process may be found in the school catalog. When circumstances warrant, a violation of this policy may also be referred to the appropriate law enforcement authorities.

In certain cases, students may be referred to counseling sources or substance abuse centers. If such a referral is made, continued enrollment is subject to successful completion of any prescribed counseling or treatment program.

STATISTICAL INFORMATION

Everest is required to report to students the occurrence of various criminal offenses on an annual basis. On or before October 1st of each year, the school will distribute a security report to students containing the required statistical information on campus crimes committed during the previous three years. A copy of this report is available to prospective students upon request.

CAMPUS COMPLETION RATE REPORTS

Under the Student Right to Know Act (20 U.S.C. § 1092(a)), Everest is required to annually prepare completion or graduation rate data respecting the institution's first-time, full-time undergraduate students (34 CFR 668.45(a)(1)). Everest is required to make this completion or graduation rate data readily available to students approximately 12 months after the 150% point for program completion or graduation for a particular cohort of students. This completion rate report is available to students and prospective students upon request.

STUDENT SERVICES

ORIENTATION

New students participate in an orientation program prior to beginning classes. This program is designed to acquaint students with the policies of the school and introduce them to staff and faculty members who will play an important part in the students' academic progress.

HEALTH SERVICES

Everest does not provide health services.

HOUSING

Everest does not provide on-campus housing; however, it does assist students in locating suitable housing off campus. For a list of available housing, students should contact the campus.

STUDENT ADVISING

Academic advising is coordinated by the Academic Dean/Director of Education and includes satisfactory academic progress, attendance, and personal matters. The Registrar and Academic Program Directors serve as advisors and assist students in course selection and registration, dropping and adding courses, change of major, and meeting graduation requirements.

EVEREST CARE PROGRAM

The Everest CARE Student Assistance program is a free personal-support program for our students and their families. This program provides enrolled students direct and confidential access to professional counseling. For more information, please visit the website <http://www.everestcares.com> or call (888) 852-6238.

PLACEMENT ASSISTANCE

Everest maintains an active Career Services Office to assist graduates in locating entry-level, educationally related career opportunities. The Career Services Office works directly with business, industry, and advisory board members to assist all students with access to the marketplace. Everest does not, in any way, guarantee employment. It is the goal of the Career Services Office to help all students realize a high degree of personal and professional development and successful employment. Specific information on job opportunities and basic criteria applicable to all students and graduates utilizing placement services is available in the Career Services Offices.

PROGRAMS BY LOCATION

MODULAR PROGRAMS	Arlington	Dallas	Fort Worth	Fort Worth South
Dental Assistant			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Electrical Technician	<input checked="" type="checkbox"/>			
Heating, Ventilation and Air Conditioning	<input checked="" type="checkbox"/>			
Medical Administrative Assistant	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Medical Assistant	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Medical Insurance Billing and Coding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pharmacy Technician	<input checked="" type="checkbox"/>			
QUARTER-BASED PROGRAMS				
Accounting		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Applied Management			<input checked="" type="checkbox"/>	
Business				<input checked="" type="checkbox"/>
Business Administration	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Criminal Justice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Nursing			<input checked="" type="checkbox"/>	
Paralegal		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

MODULAR PROGRAMS



DENTAL ASSISTANT

Diploma Program

Fort Worth and Fort Worth South campuses

33 weeks – 760 hours – 48 credit units

V 1

Dental assistants have become indispensable to the dental care field, and dentists have become more reliant upon the dental assistant to perform a wide range of patient procedures. And, as the need for their services continue to grow, the role and responsibilities of the dental assistant also continue to expand.

The goal of the Dental Assistant program is to provide graduates with the skills and knowledge that will enable them to qualify for entry-level positions as dental assistants. Since they are trained in clinical and radiographic procedures, their services are also sought by general dentists and dental offices and facilities specializing in pediatrics, orthodontics, endodontics and other specialties, dental schools, dental supply manufacturers, hospital dental departments, dental laboratories, and insurance companies

The objective of the Dental Assistant program is to provide the student with the appropriate didactic theory and hands-on skills required and necessary to prepare them for entry-level positions as dental assistants in today's modern health and dental care offices, dental clinics, and facilities. Students will study diagnostic and procedural terminology as it relates to the accurate completion of dental examinations, procedures, and daily tasks.

The combination of introduced skills taught in this program will prepare students for the ever-changing field of dentistry and orthodontics. Students study dental radiography, dental sciences, operator dentistry, laboratory procedures, dental anatomy and orthodontics, and dental health. Completion of the Dental Assistant Program, including the classroom training and externship, is acknowledged by the awarding of a diploma.

NOTE: Effective 9/1/06, to apply to become a registered dental assistant, a student must complete a mandatory short course approved by The Texas State Board of Dental Examiners. An approved provider list can be found on the TSBDE website: <http://www.tsbde.state.tx.us>. By law a dental assistant must register with TSBDE in order to take x-rays at a dentist's office.

Module	Module Title	Contact Hours (Lecture/Lab/Ext)	Quarter Credits
MODULE A	Dental Office Emergencies and Compliance	40/40/00	6.0
MODULE B	Dental Radiography	40/40/00	6.0
MODULE C	Dental Specialties	40/40/00	6.0
MODULE D	Operator Dentistry	40/40/00	6.0
MODULE E	Laboratory Procedures	40/40/00	6.0
MODULE F	Dental Anatomy and Orthodontics	40/40/00	6.0
MODULE G	Dental Health	40/40/00	6.0
MODULE X	Dental Assistant Externship	0/0/200	6.0
	Program Totals:	280/280/200 760	48.0

Major Equipment: Amalgamators, Model Vibrators, Autoclave, Oral Evacuation Equipment, Automatic and Manual Processing Equipment, Oxygen Tank, Dental Unit and Chairs, Personal Computers, DXTTR and Typodont Manikins, Ultrasonic Units, Hand pieces, X-Ray Units, Model Trimmers.

Module A – Dental Office Emergencies and Compliance

6.0 Quarter Credits

In this module, students are introduced to Occupational Safety and Health Administration (OSHA) Standards for infection control and hazard communication. Topics include microbiology, contagious diseases concerning the dental team, universal precautions, barrier techniques and handling hazardous chemicals. Students practice step-by-step instrument decontamination using approved sterilization agents and methods. Students learn operator disinfection using approved agents and methods. Methods for taking and recording vital signs and blood pressure are introduced. Students also learn about CPR for the Healthcare Provider and how to manage emergencies that may occur in the dental office. Related dental terminology is studied. Basic concepts of psychology and communication are discussed with emphasis on helping dental patients overcome anxieties related to dental treatment. Special considerations for the medically and physically compromised patients are presented. Career development skills are also taught. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

<p>Module B – Dental Radiography</p> <p>Module B introduces students to the basic anatomy of the head and teeth in order to familiarize students with the anatomical structures involved in dental radiographs. Radiation protection and the hazards of X-ray radiation are studied. Emphasis is placed on maintaining radiation safety while obtaining the best possible diagnostic quality on dental radiographs. Students are also introduced to digital radiography. Theory, laboratory skills and clinical practice meet state guidelines for a Radiation Safety Certificate and comply with federal regulations for certifying radiographic operators. Students practice techniques of film exposure and mounting in equipped dental operatories with industry-approved structural and monitoring devices. Exposure techniques include bitewing, bisecting and parallel techniques and are performed on a patient simulator manikin. Upon successful completion of practice, students produce radiographs on site for clinical patients as prescribed by a licensed dentist. Students process film using a fully equipped darkroom or automatic processor. Students are also required to mount processed radiographs and to evaluate the diagnostic quality according to established criteria. Students retake non-diagnostic films. Professional responsibilities regarding the state radiation safety certificate are introduced as well as quality assurance and infection control. Related dental terminology is also taught. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	<p>6.0 Quarter Credits</p>
<p>Module C – Dental Specialties</p> <p>In this module, students study cranial anatomy as it relates to anesthesia administration and pain control. Methods for taking and recording vital signs and blood pressure are introduced. Skills performed by the dental assistant in the specialty areas of Oral Surgery and Endodontics (root canals) are presented, including procedures for the administration of topical and local anesthetics. Students practice acquired skills on training manikins (Typodonts), placing instruments and materials. Children's dentistry (Pediatric Dentistry) as a specialty is presented. Related dental terminology is studied. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	<p>6.0 Quarter Credits</p>
<p>Module D – Operatory Dentistry</p> <p>This module introduces students to chair-side assisting duties and techniques practiced in general dentistry with emphasis on sit-down, four-handed dentistry. Students learn how to handle and transfer dental instruments and place materials on models. Properties and manipulation of common dental materials, including amalgam, composites, glass ionomers and sealants, are presented. Students practice required RDA procedures such as placement, wedging and removal of matrices, placement of cement bases and liners, and placement of temporary sedative dressing on Typodont manikins. Basic concepts of psychology and communication are discussed with emphasis on helping dental patients overcome anxieties related to dental treatment. Students also study related dental terminology. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	<p>6.0 Quarter Credits</p>
<p>Module E – Laboratory Procedures</p> <p>In this module, students receive hands-on training in taking impressions and constructing study and master casts. Students are exposed to a variety of impression and gypsum materials and procedures for their use. The casts are then used to practice dental procedures such as the fabrication of custom trays and temporary crowns. Prosthodontics as a specialty is presented with instruction in crown and bridge procedures and full and partial dentures. Students are introduced to dental implants and the various types of mouth guards such as night-guards, sports guards and bleaching trays. Laboratory safety and infection control are presented. Related dental terminology is studied. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	<p>6.0 Quarter Credits</p>
<p>Module F – Dental Anatomy and Orthodontics</p> <p>This module focuses on orthodontics as a specialty. Students receive hands-on training in practicing orthodontic measurements, placement of separators, sizing bands and placement and ligation of arch wires. Theory on orthodontic assistant duties, office routine and malocclusion classifications are presented. In addition, students learn to chart the oral conditions of patients in compliance with state guidelines for mouth mirror inspection. Introduction of tooth morphology, oral structures, and oral pathology are presented. Related spelling and terminology are studied throughout the module. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	<p>6.0 Quarter Credits</p>
<p>Module G – Dental Health</p> <p>Specialty areas of oral pathology and periodontics are studied. Placement of periodontal surgical dressings is demonstrated and practiced on manikins according to RDA criteria. Preventive dentistry is emphasized. Related areas of nutrition and fluorides are presented. Students also study related dental terminology. Coronal polish theory and procedures are taught and practiced on manikins and then on clinical patients under the direct supervision of a licensed dentist. Completion of coronal polish requirements will permit the assistant to perform the procedure after obtaining the Registered Dental Assistant license (California programs only). Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	<p>6.0 Quarter Credits</p>
<p>Module X – Dental Assistant Externship</p> <p>This module is 200 hours of unpaid, supervised, practical in-service in a dental office or clinic in which the student practices direct application of all clinical functions of dental assisting. Prerequisite: Completion of Modules A-G. Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 200.0.</p>	<p>6.0 Quarter Credits</p>



ELECTRICAL TECHNICIAN

Diploma Program

Arlington campus

36 weeks – 720 hours – 59 credit units

V 1

The commercial and residential electrical industries are constantly evolving as new industry demands require increased skill sets. Graduates need the necessary core and specialty skills to successfully meet electrical standards and be embraced by the marketplace. Through the Electrical Technician diploma program, students will learn skills of electrical safety, tools and theory, the National Electrical Code (NEC), conduit bending, residential and commercial wiring, power distribution, advanced code concepts and motors, industrial controls, Programmable Logic Controllers (PLCs), personal development, jobsite management, fire and security alarms, voice, data, TV, signaling systems and fiber optics. Laboratory experience is an integral part of the program.

Graduates of the Electrical Technician diploma program are qualified for entry-level positions such as commercial and residential electrical technicians, preventive maintenance electrical technicians, industrial maintenance electrical technician, maintenance technician, field service technicians, and installation technicians in any manufacturing industry and market sector that has a need for electrical technicians.

Upon successful completion of all program modules, students will be awarded a diploma.

Course Number	Course Title	Clock Hours (Lecture/Lab/Ext)	Quarter Credits
EEV 1031	Electrical Theory	80/00/00	8.0
EEV 1176	NEC/Safety/Hand Tools and Conduit Bending	40/40/00	6.0
EEV 1174	Residential/Commercial and NEC Requirements	40/40/00	6.0
EEV 1271	Transformer Principles and Test Equipment	40/40/00	6.0
EEV 1208	Power Distribution	60/20/00	7.0
EEV 2193	Hazardous Locations & Renewable Energy	60/20/00	7.0
EEV 2034	Motor Concepts	60/20/00	7.0
EEV 2038	Advanced Industrial Controls	40/40/00	6.0
EEV 2039	Solid State Controls and Industrial Automation	40/40/00	6.0
Program Total:		460/260/00 720	59.0

EEV 1031 Electrical Theory

8.0 Quarter Credits

This course introduces students to fundamentals of electrical theory, Ohm's Law, magnetism, voltage, resistance, inductance, capacitance, units of electrical measurement and basic electrical math. Students will study concepts of energy, Kirchoff's law, Norton's and Thevenin's theorems, basic trigonometry, inductance, capacitance, series and parallel circuits, power and power factor, electrical efficiency, direct current (DC) and alternating current (AC) circuits, and personal development topics. Students will also learn techniques for studying and test-taking. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture hours: 80. Lab hours: 0. Other Hours: 0.0.

EEV 1176 NEC/Safety/Hand Tools and Conduit Bending

6.0 Quarter Credits

This course introduces students to definitions, terms and organization of the National Electrical Code (NEC), and conduit bending by calculation. Students will learn NEC requirements for residential, raceway types, boxes and fittings, commercial, industrial installations, materials, motorized tools, digging techniques, Material Safety Data Sheets (MSDS) and first aid. Students will develop math and layout techniques required to accurately and efficiently bend conduit. Students will also be introduced to the importance of safety, and common hand and power tools. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture hours: 40. Lab hours: 40. Other Hours: 0.0.

EEV 1174 Residential, Commercial and NEC Requirements

6.0 Quarter Credits

Students will learn wiring and protection methods, conductor installation, raceway fill, ambient temperature, voltage drops, blueprint reading, electrical installation, connections, markings, enclosures, boxes and fittings, junction boxes, gutters, flexible cord, underground feeder and branch circuits, cables, supported and open wiring, residential/commercial wiring, signaling circuits, smoke detectors, ground fault circuit interrupters (GFCIs), doorbells, and service changes. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture hours: 40. Lab hours: 40. Other Hours: 0.0.

EEV 1271 Transformer Principles and Test Equipment

6.0 Quarter Credits

Students will learn about meters, test equipment, harmonics, grounding, single-phase, three-phase, auto and specialty transformer principles, cable and generator testing, measuring devices, high-voltage cables, insulators and test equipment. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: EEV 1031. Lecture hours: 40. Lab hours: 40. Other Hours: 0.0.

EEV 1208 Power Distribution

7.0 Quarter Credits

Students will learn about hazardous locations, health care facilities, intermediate and advanced grounding, overcurrent protection, load calculations, balancing phases and neutrals, surge arrestors, transient voltage surge suppression (TVSS), color codes, circuit identification, panel rating, phase converters, capacitors, and single-phase and three-phase power distribution concepts. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: EEV 1176. Lecture hours: 60. Lab hours: 20. Other Hours: 0.0.

EEV 2193 Hazardous Locations & Renewable Energy	7.0 Quarter Credits
<p>Students will learn about power conditioning and emergency systems, generators, battery systems, fan controllers, lighting concepts, uninterruptible power supply (UPS), transfer switches, dimmer systems, voice-data-TV, computer cabling, structured wiring, fiber optics, special equipment, fire alarms, security alarms, signaling, rigging and renewable energy. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: EEV 1174 . Lecture hours: 60. Lab hours: 20. Other Hours: 0.0.</p>	
EEV 2034 Motor Concepts	7.0 Quarter Credits
<p>Students will learn National Electrical Code (NEC) motor concepts, construction, rotor windings, starting configuration, megohmmeter, insulation testing, squirrel cage motor, single-phase and three-phase motors, AC/DC motor concepts, applications, mechanical clutches, magnetic drives, pulleys, direct drives, offset drives, and jobsite management. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: EEV 1271. Lecture hours: 60. Lab hours: 20. Other Hours: 0.0.</p>	
EEV 2038 Advanced Industrial Controls	6.0 Quarter Credits
<p>Students will learn solid state relays, timing relays, variable frequency drives, programmable solid state relays, pneumatic timers, solid state motor control, dynamic braking, NFPA 79, control transformers, HVAC controls, and starting methods. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: EEV 1271. Lecture hours: 40. Lab hours: 40. Other Hours: 0.0.</p>	
EEV2039 Solid State Controls and Industrial Automation	6.0 Quarter Credits
<p>Students will learn solid state devices, semiconductors, digital logic, industrial automation, programmable logic controller (PLC), hardware, applications, HMI, binary, octal, hexadecimal, grey code and PLC operation. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: EEV 1271. Lecture hours: 40. Lab hours: 40. Other Hours: 0.0.</p>	



HEATING, VENTILATION AND AIR CONDITIONING (HVAC)

Diploma Program

Arlington Campus

36 weeks – 720 hours – 55 credit units

V 3

The Heating, Ventilation and Air Conditioning (HVAC) program provides students the skills required to specialize in the field of heating and air conditioning service and repair. Most areas of the world require some residential climate control, therefore basic electricity, electronic control mechanisms, air conditioning, refrigeration fundamentals, and heating systems are taught in the program.

The HVAC program consists of nine modules. Upon successful completion of all modules of the program, students will be awarded a diploma.

Graduates of the program can seek employment as entry-level technicians in the heating, ventilation and air conditioning field, including Sheet Metal Fabrication, Furnace Installation and Repair, Furnace Cleaner, A/C Mechanic, and A/C Installation/Service. Intermediate and advanced positions include Electrical Heat Assembler, Heating & Air Conditioning Installation/Service, Gas Furnace Installation and Repair, Sheet Metal Mechanic, Sheet Metal Lay-Out, Sheet Metal Machine Operator, Sheet Metal Fabricator, Sheet Metal Installer, A/C Unit Tester, A/C Technician, and A/C Mechanic.

Course Number	Course Title	Clock Hours (Lecture/Lab/Ext)	Quarter Credits
CON 1010	Basic Construction	60/20/00	7.0
ACR 1010	Basic Electricity	40/40/00	6.0
ACR 1060	Air Conditioning	40/40/00	6.0
ACR 1110	Fuel Heating Systems	40/40/00	6.0
ACR 1160	Air Distribution	40/40/00	6.0
ACR 2010	Systems Controls	40/40/00	6.0
ACR 2060	Heat Pumps	40/40/00	6.0
ACR 2110	System Application and Design	40/40/00	6.0
ACR 2160	HVAC Diagnostics	40/40/00	6.0
Program Total:		380/340/00 720	55.0

CON 1010 Basic Construction

7.0 Quarter Credits

This course introduces students to the construction field. The course of instruction will cover basic job safety concepts and regulatory requirements; basic math used in the construction trades; the use of common hand and power tools; an introduction to blueprint reading; basic rigging; communication and employability skills. Students will also learn techniques for studying and test-taking. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture hours: 60. Lab hours: 20. Other Hours: 0.0.

ACR 1010 Basic Electricity

6.0 Quarter Credits

This course of instruction will cover basic job safety concepts, history of electricity, electrical theory, electrical power, electrical measuring, applications and electrical components. Power sources, component operation and circuit diagrams are studied. Students use this theory, integrated with objective specific hands-on lab exercises to practice typical equipment manufacturer's diagnostic techniques. Testing instruments and wiring diagrams are used for systems problem-solving projects. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture hours: 40. Lab hours: 40. Other Hours: 0.0.

ACR 1060 Air Conditioning

6.0 Quarter Credits

This course of instruction will cover basic laws of physics and cooling theory, terms, definitions, air conditioning cycles, component operations, mechanical and electrical diagrams, standard and high efficiency air conditioning systems. Pressure/temperature charts, refrigerant piping specifications and installation will also be covered. Usages of various tools are covered. Structured lab projects allow students to learn industry-approved diagnostics, service and repair procedures. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture hours: 40. Lab hours: 40. Other Hours: 0.0.

ACR 1110 Fuel Heating Systems

6.0 Quarter Credits

This course of instruction will cover combustion and various hydrocarbon fuels. Appliance heaters and warm air furnaces will be covered. Operation of controls, testing and servicing equipment, installation and operation is also covered. Fuel heating system diagnosis and wiring diagrams are explored. Structured lab projects allow students to learn industry-approved diagnostics, service and repair procedures. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture hours: 40. Lab hours: 40. Other Hours: 0.0.

ACR 1160 Air Distribution

6.0 Quarter Credits

Students in this course of study will learn to read blue prints, use shop math, perform load calculations, indoor air quality, and system air balancing and apply the fundamentals of air distribution to system design. In structured lab projects, students will use the tools and equipment necessary to service and repair HVAC air distribution systems. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture hours: 40. Lab hours: 40. Other Hours: 0.0.

<p>ACR 2010 Systems Controls</p> <p>This course presents electrical and electronics theory, terms, definitions, symbols, circuits, laws and formulas. Power sources, component operation and circuit diagrams are studied. Students use this theory, integrated with objective specific hands-on lab exercises to practice typical equipment manufacturer's diagnostic techniques. Testing instruments and wiring diagrams are used for systems problem-solving projects. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: ACR 1010. Lecture hours: 40. Lab hours: 40. Other Hours: 0.0.</p>	<p>6.0 Quarter Credits</p>
<p>ACR 2060 Heat Pumps</p> <p>Air properties related to HVAC and heat pump systems design are studied in this course. Component operation, systems diagrams and industry approved troubleshooting are discussed and reinforced with structured lab exercises. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: ACR 1010 and ACR 1060. Lecture hours: 40. Lab hours: 40. Other Hours: 0.0.</p>	<p>6.0 Quarter Credits</p>
<p>ACR 2110 System Application and Design</p> <p>This course introduces students to various HVAC system applications. Various HVAC designs, joining and sizing of various types of piping and tubing, system charging, load calculations, wiring, safety and proper diagnostics procedures, EPA Section 608, refrigerant handling and containment (recovery, recycling and reclaiming) and certification requirements are discussed in this course. Students will participate in structured lab exercises including inspection, diagnostics, service, troubleshooting and repair of residential gas heating systems. Out-of-class activities will be assigned and assessed as part of this module. Prerequisites: ACR 1010, ACR 1060, ACR 1160 and ACR 2010. Lecture hours: 40. Lab hours: 40. Other Hours: 0.0.</p>	<p>6.0 Quarter Credits</p>
<p>ACR 2160 HVAC Diagnostics</p> <p>This course introduces students to HVAC diagnostic fundamentals. Emphasis is placed on testing equipment, gas identifiers, wiring diagrams, refrigerant schematics, systems testing, load distribution and controls operation. Mechanical components, gas pipe sizing, wiring, safety and proper diagnostic procedures are taught. Students will participate in structured lab exercises including inspection, diagnostics, service, troubleshooting and repair of HVAC systems. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: ACR 1010, ACR 1060, ACR 1160, ACR 1160 and ACR 2010. Lecture hours: 40. Lab hours: 40. Other Hours: 0.0.</p>	<p>6.0 Quarter Credits</p>



MEDICAL ADMINISTRATIVE ASSISTANT

Diploma Program

Arlington, Dallas, Fort Worth, Fort Worth South campuses

33 weeks – 760 hours – 48 credit units

V 1

The Medical Administrative Assistant Program is designed to prepare students for entry-level positions as medical administrative assistants in a variety of health care settings. Students study various administrative procedures related to the medical office, including patient processing and assessment, processing medical insurance claims, bill collections, and general office procedures utilized in various medical offices. In addition to acquiring manual and hands-on administrative skills, the program is designed to teach students computer and keyboarding skills which enables them to become familiar with the computerized technology that is becoming more visible in the 21st century medical office environment.

The medical professionals have come to rely upon well-trained medical administrative assistants for their ability to handle managed-care insurance claims and the general financial functions of the medical office. This diploma prepares the graduate to fill entry-level positions in all medical facilities and insurance companies.

The program is divided into eight learning units called modules. Student must complete modules A through G before starting Module X which is externship. A student can start with any module and continue in any sequence until all seven modules are successfully completed. Modules A through G stands alone as units of study and is not dependent upon previous training. If students do not complete any portion of one of these modules, the entire module must be repeated. Upon successful completion of modules A through G, students participate in a 200-clock hour externship (Module X). Completion of the Medical Administrative Assistant Program is acknowledged by the awarding of a diploma.

Module	Module Title	Clock Hours (Lecture/Lab/Ext)	Quarter Credits
Module A	Office Finance	40/40/00	6.0
Module B	Patient Processing and Assisting	40/40/00	6.0
Module C	Medical Insurance	40/40/00	6.0
Module D	Insurance Plans and Collections	40/40/00	6.0
Module E	Office Procedures	40/40/00	6.0
Module F	Patient Care and Computerized Practice Management	40/40/00	6.0
Module G	Dental Administrative Procedures	40/40/00	6.0
Module X	Medical Administrative Assistant Externship	00/00/200	6.0
	Program Total:	280/280/200 760	48.0

Module A – Office Finance

6.0 Quarter Credits

Module A introduces accounting functions essential to a medical environment. Students learn basic bookkeeping procedures and apply them to a bookkeeping project and accounting system. Students will also complete assignments writing payroll checks and keeping check registers. Patient billing is an integral portion of the module, including tracing delinquent claims and insurance problem solving. Students learn essential medical terminology, build on keyboarding and word processing skills, and become familiar with the self-directed job search process by learning how to cultivate the right on-the-job attitude, assembling a working wardrobe and identifying the strategies it takes to become the best in your new job so that you can advance in your career. Students will be able to define essential medical terminology. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

Module B – Patient Processing and Assisting

6.0 Quarter Credits

In Module B, students learn to set up patient records and maintain and organize them manually and electronically. Students become familiar with records management systems and develop skills in alphabetic filing and indexing, and appointment scheduling. The basics of health insurance are introduced, as well the basic of coding with CPT and ICD-9 codes. Students are trained to take a patient's vital signs, and a cardiopulmonary resuscitation (CPR) course is taught. Students learn essential medical terminology, build on keyboarding and word processing skills, and become familiar with the self-directed job search process by identifying their personal career objective. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.

Module C – Medical Insurance

6.0 Quarter Credits

Module C develops student proficiency in preparing and processing insurance claims. Students study insurance programs, including HMOs, PPOs, and worker's compensation plans. National coding systems used for claims processing are studied. Students learn to obtain information from patient charts and ledgers to complete insurance forms accurately. Students are given hypothetical insurance billing situations and select appropriate forms, codes, and procedures to process insurance claims for optimal reimbursement. Office & insurance collection strategies are also included. Students learn essential medical terminology, build on keyboarding and word processing skills, and know about the self-directed job search process by developing career networking techniques that will assist you in being successful in the medical field. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab 40.0 Other Hours: 0.0.

<p>Module D – Insurance Plans and Collections</p> <p>Module D develops student proficiency in preparing and processing insurance claims. The Medicaid, Medicare, TRICARE, and CHAMPVA programs are discussed. Students learn to obtain information from patient charts and ledgers to complete insurance forms accurately. They also focus on important aspects of the collection process including collection letters, telephone calls, and collection servicing agencies. They will also learn about Occupational Safety and Health Administration (OSHA) standards and the use of universal precautions in the medical office. Medical ethics and law are also included. Students learn essential medical terminology, build on keyboarding and word processing skills, and know about the self-directed job search process by identifying and demonstrating what a successful job interview contains and how to answer common interview questions accurately. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	<p>6.0 Quarter Credits</p>
<p>Module E – Office Procedures</p> <p>In Module E, students are introduced to dictation and transcription. Emphasis is also placed on correspondence and mail processing, health information management and the medical facility environment. Students will also become familiar with disability income insurance and legal issues affecting insurance claims. In addition, students learn about the Health Insurance Accountability and Portability Act (HIPAA). Students learn essential medical terminology, build on keyboarding and word processing skills, and know about the self-directed job search by learning how to set their own career goals. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab: 40.0 Other Hours: 0.0.</p>	<p>6.0 Quarter Credits</p>
<p>Module F – Patient Care and Computerized Practice Management</p> <p>Module F emphasizes computerized practice management, including file maintenance, patient records, bookkeeping and insurance. Students will learn the health insurance claim form and managed care systems. Hospital billing is introduced this module. Students will also learn about the history of the healthcare industry and the Medical Assistant Profession. In addition, students learn basic techniques for taking patients vital signs. They learn OSHA standards and the use of universal precautions in the medical office. Students learn essential medical terminology, build on keyboarding and word processing skills, and know about the self-directed job search process by learning all about how to become and learn from mentoring. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	<p>6.0 Quarter Credits</p>
<p>Module G – Dental Administrative Procedures</p> <p>Module G focuses on basic administrative procedures performed in the dental office. Students are introduced to the dental health team with emphasis on the tasks performed by the administrative support staff. Specialized procedures including appointment scheduling, bookkeeping, dental charting, processing patients, insurance billing and coding, and law and ethics are presented. Students are also given an introduction to radiography and radiation safety. Students will do vital signs. They discuss interpersonal skills and human relations, telephone techniques, and patient reception techniques. Students build on keyboarding and word processing skills, know about essential dental terminology, and know about the self-directed job search process by learning how to dress for success. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40.0 Lab Hours: 40.0 Other Hours: 0.0.</p>	<p>6.0 Quarter Credits</p>
<p>Module X – Medical Administrative Assistant Externship</p> <p>Upon successful completion of modules A through G, students participate in a 200-hour externship at an approved facility. This course is 200 hours of supervised, practical, in-service experience in a medical office or clinic in which the student practices direct application of all administrative functions of the medical administrative assistant. Prerequisite: Completion of Modules A-G. Lecture Hours: 0.0 Lab Hours: 0.0 Other Hours: 200</p>	<p>6.0 Quarter Credits</p>



MEDICAL ASSISTANT

Diploma Program

Arlington, Dallas, Fort Worth, Fort Worth South campus

41 weeks – 920 hours – 60 credit units

V 2

The Medical Assistant Diploma Program is designed to prepare students for entry-level positions as medical assistants in a variety of health care settings. Students learn the structure and function of the major body systems in conjunction with medical terminology, diagnostic and therapeutic procedures, computer skills, administrative processes, bookkeeping and accounting practices, and the processing of medical insurance forms and claims.

In recent years, the medical assisting profession has become indispensable to the health care field. Physicians have become more reliant on medical assistants for their front and back office skills. Medical offices and ambulatory care providers, clinics, urgent care centers and insurance providers are seeking their services.

The goal of the Medical Assistant Diploma Program is to prepare competent entry-level medical assistants in the cognitive (Working knowledge), psychomotor (skills), and affective (behavior) learning domains required and necessary to prepare them for entry level positions such as clinical or administrative assistant, medical receptionist, and medical insurance biller. This program is divided into ten learning units called modules. The first nine modules, MAINTRO through H, are classroom modules. Students are required to complete all modules, starting with a prerequisite introductory module, MAINTRO, and continuing in any sequence until all modules have been completed. If students do not complete any portion of a module, the entire module must be repeated.

Completion of the Medical Assistant Diploma program is acknowledged by the awarding of a diploma.

Module	Module Title	Clock Hours (Lecture/Lab/Ext)	Quarter Credits
Module MAINTRO	Introduction to Medical Assisting	40/40/00	6.0
Module A	Integumentary, Sensory, and Nervous Systems, Patient Care and Communication	40/40/00	6.0
Module B	Muscular System, Infection Control, Minor Office Surgery, and Pharmacology	40/40/00	6.0
Module C	Digestive System, Nutrition, Financial Management, and First Aid	40/40/00	6.0
Module D	Cardiopulmonary Systems, Vital Signs, Electrocardiography, and CPR	40/40/00	6.0
Module E	Urinary, Blood, Lymphatic, and Immune Systems and Laboratory Procedures	40/40/00	6.0
Module F	Endocrine, Skeletal, and Reproductive Systems, Pediatrics, and Geriatrics	40/40/00	6.0
Module G	Medical Law and Ethics, Psychology, and Therapeutic Procedures	40/40/00	6.0
Module H	Health Insurance Basics, Claims Processing, and Computerized Billing	40/40/00	6.0
Module X	Externship	00/00/200	6.0
	Program Total:	360/360/200 920	60.0

MODULE MAINTRO – Introduction to Medical Assisting

6.0 Quarter Credits

Module MAINTRO introduces students to the medical assisting profession, medical terminology, interpersonal skills, study techniques, and basic clinical skills. Students are introduced to the rules needed to build, spell, and pronounce health care terms, basic prefixes, suffixes, word roots, combining forms, and terms associated with body structure and directional terminology. Students study the professional qualities and professional personal appearance of a medical assistant. They learn about the administrative and clinical duties performed by a medical assistant. Additionally, students study the purpose of accreditation and the significance of becoming credentialed professional. Students also study the importance of interpersonal skills and the application of these skills with patients and fellow employees. Students will gain knowledge of basic medical insurance billing, coding concepts, and the use of coding reference books. Students are introduced to the basic clinical skills of obtaining vital signs, drawing and processing blood samples, and preparing and administering injections—procedures that they will continue to practice throughout the remaining modules. Students learn how to use knowledge of multiple intelligences to enhance studying and learning and how to make their personality type work for them. Successful note-taking and listening skills are reviewed, as well as techniques for remembering. Students also gain knowledge of test-taking strategies, including methods that can be used for reducing test anxiety. Out-of-class activities will be assigned and assessed as part of this module. Lecture: 40 Hrs. Lab: 40 Hrs. Other Hours: 0.0.. [Prerequisite: None]

MODULE A – Integumentary, Sensory, and Nervous Systems, Patient Care and Communication

6.0 Quarter Credits

Module A emphasizes patient care, including physical examinations and procedures related to the eyes and ears, the nervous system, and the integumentary system. Students will have an opportunity to work with and review patient charts and perform front office skills related to records management, appointment scheduling, and bookkeeping. Students gain skills in

communication (verbal and nonverbal) when working with patients both on the phone and in person. Students develop working knowledge of basic anatomy and physiology of the special senses (eyes and ears), nervous and integumentary system, common diseases and disorders, and medical terminology related to these systems. Students check vital signs, obtain blood samples, and prepare and administer injections. Also introduced are strategies for dealing with change, setting goals, and getting motivated. Students learn how to prepare an attractive business letter, along with demonstrating increasing speed and accuracy on the computer keyboard and in medical transcription. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture: 40 Hrs. (20 in Theory/10 in Clinical Lab/10 in Computer), Lab: 40 Hrs. (30 in Clinical Lab/10 in Computer Lab) Other Hours: 0.0.. [Prerequisite: MAINTRO]

MODULE B – Muscular System, Infection Control, Minor Office Surgery, and Pharmacology

6.0 Quarter Credits

Module B stresses the importance of asepsis and sterile technique in today's health care environment, along with the proper use of personal protective equipment. Students learn about basic bacteriology and its relationship to infection and disease control. Students identify the purpose and expectations of the Occupational Health and Safety Administration (OSHA) and the Clinical Laboratory Improvement Amendments (CLIA) regarding disease transmission in the medical facility. Students study basic math concepts to prepare for medication dosage calculations. Students learn the principles and various methods of administering medication. Basic pharmacology and the uses, inventory, classification, and effects of therapeutic drugs are included. Students participate in the positioning and draping of patients for various examinations and prepare for assisting with minor office surgical procedures. Students gain knowledge of basic anatomy and physiology of the muscular system, common diseases and disorders, and medical terminology related to this system. Students check vital signs, obtain blood samples, and prepare and administer injections. Also introduced are strategies for setting and accomplishing personal goals, along with how to succeed in accomplishing these goals. Students describe how to handle numbers, symbols, and abbreviations in transcribed material and demonstrate increasing speed and accuracy on the computer keyboard and in medical transcription. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture: 40 Hrs. (20 in Theory/10 in Clinical Lab/10 in Computer), Lab: 40 Hrs. (30 in Clinical Lab/10 in Computer Lab) Other Hours: 0.0. [Prerequisite: MAINTRO]

MODULE C – Digestive System, Nutrition, Financial Management, and First Aid

6.0 Quarter Credits

Module C introduces students to the health care environment, office emergencies, and first aid, with an emphasis on bandaging techniques for wounds and injuries. Students will discuss types of disasters and the medical assistant's role in emergency preparedness and assisting during and after a disaster. Students learn bookkeeping procedures, accounts receivable and payable, financial management, banking, and check-writing procedures essential to the successful operation of the medical office. Students study the administrative and clinical uses of the electronic health record. Students develop working knowledge of good health, nutrition, weight control, and strategies in promoting good health in patients. They acquire knowledge of basic anatomy and physiology, common diseases and disorders, and medical terminology of the digestive system. Students check vital signs, obtain blood samples, and prepare and administer injections. They are introduced to strategies for building active reading and comprehension skills, along with techniques for managing time. Students practice transcribing accurate medical record notes and correcting erroneous entries, along with demonstrating increasing speed and accuracy on the computer keyboard and in medical transcription. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture: 40 Hrs. (20 in Theory/10 in Clinical Lab/10 in Computer), Lab: 40 Hrs. (30 in Clinical Lab/10 in Computer Lab) Other Hours: 0.0. [Prerequisite: MAINTRO]

MODULE D – Cardiopulmonary Systems, Vital Signs, Electrocardiography, and CPR

6.0 Quarter Credits

Module D examines the circulatory and respiratory systems, including the structure and function of the heart and lungs, along with diseases, disorders, diagnostic tests, anatomy and physiology, and medical terminology associated with these systems. Students apply knowledge of the electrical pathways of the heart muscle in preparation for applying electrocardiography leads and recording a 12-lead electrocardiogram (ECG). Students receive instruction in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED), which enables them to respond to cardiac emergencies. Students check vital signs and differentiate between normal values for pediatric and adult patients. Students obtain blood samples and prepare and administer injections. Students will discuss how to apply critical and creative thinking skills to analyzing and problem solving in the workplace and everyday life. Students study the preparation of a History and Physical examination report, along with demonstrating increasing speed and accuracy on the computer keyboard and in medical transcription. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture: 40 Hrs. (20 in Theory/10 in Clinical Lab/10 in Computer), Lab: 40 Hrs. (30 in Clinical Lab/10 in Computer Lab) Other Hours: 0.0. [Prerequisite: MAINTRO]

MODULE E – Urinary, Blood, Lymphatic, and Immune Systems and Laboratory Procedures

6.0 Quarter Credits

Module E introduces microbiology and laboratory procedures commonly performed in a physician's office or medical clinic. Students learn specimen identification, collection, handling and transportation procedures and practice venipuncture and routine diagnostic hematology. Maintenance and care of laboratory equipment and supplies are discussed. Students gain working knowledge of radiology and nuclear medicine, in addition to various radiological examinations and patient preparation for these exams. Anatomy and physiology of the urinary system and the body's immunity, including the structure and functions, as well as

common diagnostic exams and disorders related to these systems, is presented. Students perform common laboratory tests, check vital signs, and perform selected invasive procedures. Students learn essential medical terminology related to the body systems and topics introduced in the module. Students learn the skills involved in organizing and writing a paper. Students transcribe miscellaneous medical reports, along with demonstrating increasing speed and accuracy on the computer keyboard and in medical transcription. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture: 40 Hrs. (20 in Theory/10 in Clinical Lab/10 in Computer), Lab: 40 Hrs. (30 in Clinical Lab/10 in Computer Lab) Other Hours: 0.0. [Prerequisite: MAINTRO]

MODULE F – Endocrine, Skeletal, and Reproductive Systems, Pediatrics, and Geriatrics

6.0 Quarter Credits

Module F covers general anatomy and physiology, including an overview of the study of biology and the various body structures and systems. This module also examines the anatomy, physiology, and functions of the skeletal, endocrine, and reproductive systems, along with medical terminology associated with these systems. Students learn about child growth and development. They develop working knowledge of the skills necessary to assist in a pediatrician's office and learn the important differences that are specific to the pediatric field. Some of the skills students learn in this area are height and weight measurements and restraining techniques used for infants and children. They check vital signs, assist with diagnostic examinations and laboratory tests, and instruct patients regarding health promotion practices. Students gain knowledge of signs and symptoms of possible child abuse or neglect. Students also become familiar with human development across the life span. They will discuss normal and abnormal changes that are part of the aging process and the medical assistant's responsibilities related to the older person. Students check vital signs, obtain blood samples, and prepare and administer injections. Students discuss the importance of the ability to compose business documents and reports and practice composing business documents and e-mails. Students demonstrate increasing speed and accuracy on the computer keyboard and in medical transcription. Students build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture: 40 Hrs. (20 in Theory/10 in Clinical Lab/10 in Computer) Lab: 40 Hrs. (30 in Clinical Lab/10 in Computer Lab) Other Hours: 0.0. [Prerequisite: MAINTRO]

MODULE G – Medical Law, and Ethics, Psychology, and Therapeutic Procedures

6.0 Quarter Credits

Module G covers the history and science of the medical field, as well as the medical assisting profession. Students gain working knowledge of concepts related to patient reception in the medical office and preparing for the day. They discuss the importance of professional behavior in the workplace. Students learn what it takes to become an office manager and the responsibilities an office manager has to the office, the staff, and the physician. Students are introduced to medical office safety, security, and emergency provisions. They study how to maintain equipment and inventory. The functions of computers in the medical office are discussed. Students also talk about the role ergonomics plays in the health of the staff and patients. Students learn how to provide mobility assistance and support to patients with special physical and emotional needs, and various physical therapy modalities are discussed. Also introduced are the basic principles of psychology, psychological disorders, diseases, available treatments, and medical terminology related to mental and behavioral health. Medical law and ethics in relation to health care are discussed. Skills and attitudes necessary for success in the workforce are introduced, along with how to create a résumé, and follow through with the job search. Students check vital signs, obtain blood samples, and prepare and administer injections. Students demonstrate increasing speed and accuracy on the computer keyboard and build on their keyboarding and word processing skills related to word processing and spreadsheet programs, with acceptable progress through the identified text(s). Out-of-class activities will be assigned and assessed as part of this module. Lecture: 40 Hrs. (20 in Theory/10 in Clinical Lab/10 in Computer) Lab: 40 Hrs. (30 in Clinical Lab/10 in Computer Lab) Other Hours: 0.0. [Prerequisite: MAINTRO]

MODULE H – Health Insurance Basics, Claims Processing, and Computerized Insurance Billing

6.0 Quarter Credits

Module H introduces students to insurance billing and provides an in-depth exposure to diagnostic and procedural coding. Students gain working knowledge of the major medical insurances and claims form processing. They are introduced to types and sources of insurance, health insurance basics, traditional insurance plans, managed care, Medicare, Medicaid, military carriers, and Worker's Compensation and Disability insurance. This module covers the format of the ICD-9-CM manual, the CPT-4 and HCPCS manuals, and their relationship to the process of insurance claims submission. Patient expectations of the medical practice in regard to billing and collections and patient confidentiality are covered. Students gain knowledge of how to enter patient information and schedule appointments electronically, along with processing insurance claims both manually and electronically. Students continue to develop basic clinical skills by taking vital signs, obtaining blood samples, and preparing and administering injections. Out-of-class activities will be assigned and assessed as part of this module. Lecture: 40 Hrs. (20 in Theory/10 in Clinical Lab/10 in Computer) Lab: 40 Hrs. (30 in Clinical Lab/10 in Computer Lab) Other Hours: 0.0. [Prerequisite: MAINTRO]

MODULE X – Externship

6.0 Quarter Credits

Upon successful completion of all modules, medical assisting students participate in a 200-hour externship at an approved facility. The externship provides the student an opportunity to apply principles and practices learned in the program and utilize entry-level medical assisting skills in working with patients. Medical Assistant Diploma Program externs work under the direct supervision of qualified personnel at the participating externship sites, and under general supervision of the school staff. Supervisory personnel at the site evaluate externs at 100- and 200-hour intervals. Completed evaluation forms are placed in the students' permanent records. Students must successfully complete their externship experience in order to fulfill requirements for graduation. Lecture: 00 Hrs. Lab: 00 Hrs. Other Hours: 200 [Prerequisite: MAINTRO, Modules A-H]



MEDICAL INSURANCE BILLING AND CODING

Diploma program

Arlington, Dallas, Fort Worth, Fort Worth South campuses

33 weeks – 760 hours – 48 credit units

V 2

Medical Insurance Billing and Coding professionals perform a variety of administrative health information functions, including those associated with organizing, analyzing, and technically evaluating health insurance claim forms and coding diseases, surgeries, medical procedures, and other therapies for billing and collection.

The objective of the Medical Insurance Billing and Coding program is to provide the student with the appropriate didactic theory and hands-on skills necessary to prepare them for entry-level positions as medical insurance billers and coders in today's health care offices, clinics, and facilities. Students will study diagnostic and procedural terminology as it relates to the accurate completion of medical insurance claims. Utilizing a format of medical specialties, relevant terms will also be introduced and studied.

The Medical Insurance Billing and Coding program is a 760 clock hour/48.0 credit unit course of study, consisting of seven individual learning units, called modules. Students are required to complete all modules, starting with Module MEDINTRO and continuing in any sequence until all seven modules have been completed. After the MEDINTRO Introductory Module is completed, the remaining six modules stand alone as units of study. If students do not complete any portion of one of these modules, the entire module must be repeated. Upon successful completion all modules, students participate in an externship. This consists of 200 clock hours of hands-on experience working either in a tutorial classroom setting called a practicum or in an outside facility in the field of medical insurance billing and coding.

Course Number	Course Title	Clock Hours (Lecture/Lab/Ext)	Quarter Credits
Module MEDINTRO	Introduction to Medical Terminology, Keyboarding, Word Processing, Basic Math, Insurance Coding, and Administrative Duties of Medical Personnel	40/40/00	6.0
Module MIBCL	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Cardiovascular and Lymphatic Systems	40/40/00	6.0
Module MIBGU	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Genitorurinary System	40/40/00	6.0
Module MIBIE	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Integumentary and Endocrine Systems, and Pathology	40/40/00	6.0
Module MIBMS	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Musculoskeletal System	40/40/00	6.0
Module MIBRG	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Respiratory and Gastrointestinal Systems	40/40/00	6.0
Module MIBSN	Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Sensory and Nervous Systems, and Psychology	40/40/00	6.0
Module MIBPC	Practicum * –OR–	00/00/200	6.0
Module MIBXT	Externship		
Program Total:		280/280/200 760	48.0

*The Practicum is not offered as an option at the Fort Worth campus. Students there will take MIBXT Externship.

Module MEDINTRO - Introduction to Medical Terminology, Keyboarding, Word Processing, Basic Math, Insurance Coding, and Administrative Duties of Medical Personnel **6.0 Quarter Credits**

This module presents basic prefixes, suffixes, word roots, combining forms, special endings, plural forms, abbreviations, and symbols. Also covered is medical jurisprudence and medical ethics. Students will learn legal aspects of office procedures including a discussion of various medical/ethical issues in today's medical environment. Students will learn basic computer skills and acquire knowledge of basic medical insurance billing and coding. Students are provided exposure to computer software applications used in the health care environment including basic keyboarding, Word and Excel. In addition, basic guidelines and coding conventions in ICD-9 and CPT are covered with focus on the professional (outpatient) guidelines, as well as an introduction to the use of the coding reference books. Basic math is introduced. Career skills and development of proper study and homework habits are introduced as well as professionalism needed in the healthcare environment. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 40 Lab Hours: 40 Other Hours: 0.0

Module MIBCL – Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Cardiovascular and Lymphatic Systems

6.0 Quarter Credits

This module presents a study of basic medical terminology focused on the cardiovascular system and the lymphatic system. A word-building systems approach is used to learn word parts for constructing or analyzing new terms. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms are presented within the module. A study of the human body's diseases and disorders, including signs, symptoms, etiology, diagnosis, and treatment, is accomplished following the modular subject areas. Students are provided exposure to computer software applications used in the health care environment, including medical billing software, Word and Excel. Students will learn the major medical insurances and claims form processing is presented in an ongoing approach to build this skill set. It will include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. Students will perform daily financial practices to include patient fee determining, credit arrangements and bookkeeping and bank-keeping procedures. Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MEDINTRO Lecture Hours: 40 Lab Hours: 40 Other Hours: 0.0

Module MIBGU – Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Genitourinary System

6.0 Quarter Credits

This module presents a study of basic medical terminology focused on the genitourinary system. A word-building systems approach is used to learn word parts for constructing or analyzing new terms. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms are presented within the module. A study of the human body's diseases and disorders, including signs, symptoms, etiology, diagnosis, and treatment, is accomplished following the modular subject areas. Students are provided exposure to computer software applications used in the health care environment, including medical billing software, Word and Excel. Students will learn the major medical insurances and claims form processing in an ongoing approach to build this skill set to include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. Daily financial practices to include patient fee determining, credit arrangements and bookkeeping and bank-keeping procedures will be discussed. Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MEDINTRO Lecture Hours: 40 Lab Hours: 40 Other Hours: 0.0

Module MIBIE – Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Integumentary and Endocrine Systems, and Pathology

6.0 Quarter Credits

This module presents a study of basic medical terminology focused on the integumentary system, the endocrine system, and pathology. A word-building systems approach is used to learn word parts for constructing or analyzing new terms. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms are presented within the module. A study of the human body's diseases and disorders, including signs, symptoms, etiology, diagnosis, and treatment, is accomplished following the modular subject areas. Students are provided exposure to computer software applications used in the health care environment, including medical billing software, Word and Excel. Students will learn the major medical insurances and claims form processing in an ongoing approach to include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. Students will perform daily financial practices to include patient fee determining, credit arrangements and bookkeeping and bank-keeping procedures. Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MEDINTRO Lecture Hours: 40 Lab Hours: 40 Other Hours: 0.0

Module MIBMS – Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Musculoskeletal System

6.0 Quarter Credits

This module presents a study of basic medical terminology focused on the musculoskeletal system. A word-building systems approach is used to learn word parts for constructing or analyzing new terms. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms are presented within the module. A study of the human body's diseases and disorders, including signs, symptoms, etiology, diagnosis, and treatment, is accomplished following the modular subject areas. Students are provided exposure to computer software applications used in the health care environment, including medical billing software, Word and Excel. Students will learn the major medical insurances and claims form processing is presented in an ongoing approach to include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. Students will perform daily financial practices to include patient fee determining, credit arrangements and bookkeeping and bank-keeping procedures.

Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MEDINTRO Lecture Hours: 40 Lab Hours: 40 Other Hours: 0.0

Module MIBRG – Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Respiratory and Gastrointestinal Systems

6.0 Quarter Credits

This module presents a study of basic medical terminology focused on the respiratory system and the gastrointestinal system. A word-building systems approach is used to learn word parts for constructing or analyzing new terms. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms are presented within the module. A study of the human body's diseases and disorders, including signs, symptoms, etiology, diagnosis, and treatment, is accomplished following the modular subject areas. Students are provided exposure to computer software applications used in the health care environment, including medical billing software, Word and Excel. Students will learn the major medical insurances and claims form processing in an ongoing approach to include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. Students will perform daily financial practices to include patient fee determining, credit arrangements and bookkeeping and bank-keeping procedures. Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MEDINTRO Lecture Hours: 40 Lab Hours: 40 Other Hours: 0.0

Module MIBSN – Anatomy & Physiology, Medical Terminology, Diagnostic and Procedural Coding of the Sensory and Nervous Systems, and Psychology

6.0 Quarter Credits

This module presents a study of basic medical terminology focused on the sensory system, the nervous system, and psychology. A word-building systems approach is used to learn word parts for constructing or analyzing new terms. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations are introduced as related terms are presented within the module. A study of the human body's diseases and disorders, including signs, symptoms, etiology, diagnosis, and treatment, is accomplished following the modular subject areas. Students are provided exposure to computer software applications used in the health care environment, including medical billing software, Word and Excel. Students will learn the major medical insurances and claims form processing in an ongoing approach to include information on national and other common insurance plans as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems will also be discussed. Students will perform daily financial practices to include patient fee determining, credit arrangements and bookkeeping and bank-keeping procedures. Computer use in the ambulatory environment will also be taught. Basic and advanced guidelines and coding conventions in CPT will be taught with focus on the professional (outpatient) guidelines. The evaluation and management documentation guidelines will be discussed, as well as the proper use of modifiers. Basic guidelines and coding conventions in ICD-9-CM diagnosis coding and medical necessity with CPT pairing will be stressed, as well as the use of a natural language encoder program. Various aspects of pharmacology will be discussed including a study of the medications prescribed for the treatment of illnesses and diseases within the modular subject area. Included in this are drug actions and medication uses in relation to body systems and medical terminology. To prepare the student to comprehend the complexity of the health care system and the life cycle of a medical practice, areas that will be discussed include personnel management, compliance, technology, and the many roles of office management. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: MEDINTRO Lecture Hours: 40 Lab Hours: 40 Other Hours: 0.0

Once a student has completed all modules, he or she will be placed in his or her final module of training, as chosen by the school administration, in an on-campus practicum experience or out in the field in an approved externship facility.

Module MIBPC – Practicum**6.0 Quarter Credits**

Upon successful completion of Modules MEDINTRO, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN, Medical Insurance Billing and Coding students participate in a 200 hour practicum on-campus. The practicum provides the student an opportunity to apply principles and practices learned in the program and utilize entry-level skills in working with insurance companies and processing claims. Medical insurance billing and coding students work under the direct supervision of the school staff. Students are evaluated by an instructor or Department Chair at 100 and 200 hour intervals. Completed evaluation forms are placed in the students permanent records. Students must successfully complete their practicum experience in order to fulfill requirements for graduation. Prerequisite: Successful completion of Modules MEDINTRO, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN. Lecture Hours: 0 Lab Hours: 0 Other Hours: 200

Module MIBXT – Externship**6.0 Quarter Credits**

Upon successful completion of Modules MEDINTRO, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN, medical insurance billing/coding students participate in a 200-hour externship. Students are expected to work a full-time (40 hours per week) schedule if possible. Serving in an externship at an approved facility gives externs an opportunity to work with the principles and practices learned in the classroom. Externs work under the direct supervision of qualified personnel in participating institutions and under general supervision of the school staff. Supervisory personnel will evaluate externs at 100 and 200-hour intervals. Completed evaluation forms are placed in the students' permanent records. Students must successfully complete their externship training in order to fulfill requirements for graduation. Prerequisite: Successful completion of Modules MEDINTRO, MIBCL, MIBGU, MIBIE, MIBMS, MIBRG, and MIBSN. Lecture Hours: 0 Lab Hours: 0 Other Hours: 200



PHARMACY TECHNICIAN

Diploma Program

Arlington campus

33 weeks – 760 hours – 48 credit units

V 1

The Pharmacy Technician diploma program provides both technical and practical training that will enable the technician, upon certification, licensure or registration, to function as a competent entry-level pharmacy technician to the licensed pharmacist. The program provides the student with the basic knowledge of and practice in pharmacy calculations, drug distribution systems, and preparation of sterile dosage forms. Computer skills necessary in pharmacy practice will be utilized, and both pharmaceutical and medical terminology and anatomy and physiology are also covered. The program emphasizes theory as well as hands-on practice, followed by an externship which prepares the student for the actual work setting. Upon completion of this program, the graduate will be fully prepared to take the national pharmacy technician certification exam offered by the Pharmacy Technician Certification Board (PTCB).

Pharmacy services have expanded and grown at an accelerated rate. Pharmacy Technicians play a major role in pharmacy operations and in the overall healthcare work force. As pharmacy services continue to grow, with new services being offered, new drugs entering the market, and as comprehensive drug information becomes a necessity, the need for highly-trained pharmacy technicians increases.

Many of the traditional pharmacy functions, once performed by pharmacists, are now being performed by pharmacy technicians. Today's pharmacy technician has assumed a position which supports and enhances the progressive direction taken by pharmacy. The technician has also become the key person in assuring the smooth uninterrupted functioning of traditional pharmacy services.

Pharmacy is a dynamic field requiring an ongoing learning process. Graduates from this training program will become active participants in this growing field by exhibiting competence through knowledge and skills learned through the college.

Module	Title	Clock Hours (Lecture/Lab/Ex t)	Quarter Credits
Module A	Administration of Medications and Pharmacology of the Endocrine & Lymphatic Systems	40/40/00	6.0
Module B	Aspects of Retail Pharmacy & Pharmacology of the Nervous System	40/40/00	6.0
Module C	History and Ethics of Pharmacy and Pharmacology of the Respiratory System & Nuclear and Oncology Pharmacy Practice	40/40/00	6.0
Module D	Infection Control, Medication Errors and Alternative Medicine & Pharmacology of the Integumentary System and Senses	40/40/00	6.0
Module E	Administrative Aspects of the Pharmacy Technician & Pharmacology of the G.I. and Muscular System	40/40/00	6.0
Module F	Aspects of Hospital Pharmacy & Pharmacology of the Urinary and Reproductive System	40/40/00	6.0
Module G	Home Health Care, Pharmacy Operations & Pharmacology of the Cardiovascular, Circulatory and Skeletal System	40/40/00	6.0
Module X	Externship	00/00/200	6.0
Program Total:		280/280/200 760	48.0

Module A – Administration of Medications and Pharmacology of the Endocrine & Lymphatic Systems

6.0 Quarter Credits

This module is designed to provide the student with an overall understanding of medication administration, safety and quality assurance. Included in this course is an overview and historical development of pharmacy. Body systems are covered in this module which includes the Endocrine and Lymphatic systems, and medications used to treat conditions of the endocrine system.

Repackaging and compounding will be discussed and performed. Included in this course is use of policy and procedure manuals, materials management of pharmaceuticals, the pharmacy formulary system, computer applications in drug-use control, receiving and processing medication orders. Preparation and utilization of patient profiles, handling medications, storage and delivery of drug products, records management and inventory control, and compensation and methods of payment for pharmacy services are discussed. Conversions and calculations used by pharmacy technicians will be discussed along with drug dosages in units and working with compounds, admixtures, and parenteral and IV medications. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 040, Lab Hours: 040, Other Hours: 0.0

Module B – Aspects of Retail Pharmacy & Pharmacology of the Nervous System

6.0 Quarter Credits

This module is designed to provide the student with responsibilities of a technician filling prescriptions, including the information required to fill prescription and typing the prescription label. This module also covers how to read a drug label. Medications for the Respiratory and Nervous system are covered including a study of medications for neurological conditions, mental disorders and a discussion on muscle relaxants. This module will include C.P.R. certification. Hands-on skills in the laboratory practice

setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 040, Lab Hours: 040, Other Hours: 0.0

Module C – History and Ethics of Pharmacy and Pharmacology of the Respiratory System & Nuclear and Oncology Pharmacy Practice **6.0 Quarter Credits**

This module is designed to introduce the student to the professional aspects of working in pharmacy technology. Subjects covered include a history of and changing roles of pharmacists and pharmacy technicians. This module covers the Law and Ethics of Pharmacy which includes the Food and Drug Act, The 1970 Comprehensive Drug Abuse Prevention and Control Act, and other modern-day drug legislation. The respiratory system is discussed along with medications for respiratory tract disorders. Oncology agents are covered in this module along with HIV/AIDS. Calculations and dimensional analysis of drug dosages are covered. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 040, Lab Hours: 040, Other Hours: 0.0

Module D – Infection Control, Medication Errors and Alternative Medicine & Pharmacology of the Integumentary System and Senses **6.0 Quarter Credits**

This module covers pharmacy technician registration and certification, including professionalism and communication in the pharmacy setting. Over-the-Counter medications, vitamins and skin care products are discussed in this module. Medications for the integumentary system are covered along with a discussion on medication calculations for the elderly. Also covered in this module are medications used for disorders of the eyes and ears. Students learn the most common medication errors, alternative medication and food & drug interactions. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 040, Lab Hours: 040, Other Hours: 0.0

Module E – Administrative Aspects of the Pharmacy Technician & Pharmacology of the G.I. and Muscular System **6.0 Quarter Credits**

In this module, emphasis is placed on the role and responsibilities of the pharmacy technician regarding parenteral dosages, including using proportion in calculating drug dosages for pediatrics. This module is designed to provide the student with an overall understanding of the administrative aspects and hands-on applications involved in working in a pharmacy. Medications for the G.I. and Musculoskeletal System are covered along with medications for disorders of the musculoskeletal system, as well as a study of general operations of pharmacies at different settings. Subjects covered include safety in the workplace, using computers in the pharmacy, communications and interpersonal relations within the pharmacy. Students will learn about migraine headaches, analgesics and drugs for NSAID. Use of computers in the pharmacy practice setting are covered. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 040, Lab Hours: 040, Other Hours: 0.0

Module F – Aspects of Hospital Pharmacy & Pharmacology of the Urinary and Reproductive System **6.0 Quarter Credits**

This module is designed to provide the student with an overall understanding of anatomy and physiology as it relates to the Urinary and Reproductive Systems. Students will learn common tasks performed by pharmacy technicians in the hospital practice setting, including policies and procedures, responsibilities of the inpatient pharmacy technician, and specific State requirements regulating the use of pharmacy technicians in various States. Students will familiarize themselves with intravenous flow rates of large volume and small volume IV, infusion of IV Piggybacks, and the use of a Heparin lock. Critical Care flow rates and automated medication dispensing systems are discussed and calculated. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 040, Lab Hours: 040, Other Hours: 0.0

Module G – Home Health Care, Pharmacy Operations & Pharmacology of the Cardiovascular, Circulatory & Skeletal System **6.0 Quarter Credits**

This module is designed to familiarize the student with all aspects of home health care, mail order pharmacy/E-Pharmacy, and long term care pharmacy. Also covered in this module is drug distribution systems utilized in the pharmacy to include pharmacy stocking and billing, inventory and purchasing. This module will provide students with the understanding of the cardiovascular, circulatory and skeletal system and discuss medications for circulatory disorders and medications for the skeletal system. Hands-on skills in the laboratory practice setting are performed. Out-of-class activities will be assigned and assessed as part of this module. Prerequisite: None. Lecture Hours: 040, Lab Hours: 040, Other Hours: 0.0

Module X – Clinical Externship **6.0 Quarter Credits**

This 200-hour module is designed to provide the student with supervised, practical hands-on and observational experiences in the working pharmacy. Students will be expected to gain experiences in either a hospital pharmacy or a community (retail) pharmacy. Students will gain exposure to “on-the-job” experiences and training in the pharmacy setting and practice of skills, gaining experiences in all aspects of drug preparation, and distribution utilized by participating sites. Prerequisite: Completion of Didactic Program. Prerequisite: None. Lecture Hours: 000, Lab Hours: 000, Other Hours: 200

QUARTER-BASED PROGRAMS



ACCOUNTING

Associate of Science Degree program
Dallas and Fort Worth campuses
24 months – 96 credit units

V 1

Accounting is the language of business and accounting procedures and records are the basic ingredients that provide students with a broad and diverse background in professional accounting, making a variety of entry-level positions in business, industry, and governmental accounting fields available to graduates of this program.

Course Code	Course Title	Quarter Credits
College CORE REQUIREMENTS		
SLS 1105	Strategies for Success	4.0
CGS 2060C	Computer Applications	4.0
SLS 1321	Career Skills & Portfolio Development	2.0
Associate's students choose 8 credits from the following:		
LIS 2004	Introduction to Internet Research	2.0
MAN 2031	Let's Talk Business	2.0
OST 2335	Business Communications	4.0
MTB 1103	Business Math	4.0
OST 1149L	Keyboarding	2.0
CGS 2510C	Applied Spreadsheets	4.0
TOTAL QUARTER CREDIT HOURS		18.0
MAJOR CORE REQUIREMENTS		
APA 2111	Principles of Accounting I	4.0
APA 2121	Principles of Accounting II	4.0
APA 2161	Introductory Cost/Managerial Accounting	4.0
ACG 2021	Introduction to Corporate Accounting	4.0
APA 2141	Computerized Accounting	4.0
ACO 1806	Payroll Accounting	4.0
ACG 2551	Non-Profit Accounting	4.0
TAX 2000	Tax Accounting	4.0
MAN 1030	Introduction to Business	4.0
BUL 2131	Applied Business Law	4.0
Choose two courses from the following:		
CGS 2510C	Applied Spreadsheets	4.0
FIN 1103	Finance	4.0
ACG 2178	Financial Statement Analysis	4.0
MAN 2021	Principles of Management	4.0
TOTAL QUARTER CREDIT HOURS		48.0
GENERAL EDUCATION CORE REQUIREMENTS		
ENC 1101	Composition I	4.0
ENC 1102	Composition II	4.0
MAT 1033	College Algebra	4.0
PSY 2012	General Psychology	4.0
SPC 2017	Oral Communications*	4.0
AML 2000	Introduction to American Literature	4.0
EVS 1001	Environmental Science	4.0
SLS 1505	Basic Critical Thinking	2.0
TOTAL QUARTER CREDIT HOURS		30.0
TOTAL QUARTER CREDITS REQUIRED FOR GRADUATION		96.0

*Online students will take SPCP2300 Fundamentals of Interpersonal Communication



APPLIED MANAGEMENT
Associate of Science Degree program
 Fort Worth campus
 24 months – 96 credit units

V1

The Associate of Applied Management program is offered for those students who have completed a diploma from an accredited post-secondary institution and whose career goals require a broad knowledge of the functional areas of business. All students will take coursework in the areas of accounting, general business, management, marketing, computer applications, and business law. The program prepares students for a variety of entry-level positions in areas such as sales, office supervision, and small business management.

Course Code		Course Title	Quarter Credits	
COLLEGE CORE REQUIREMENTS				
SLS	1105	Strategies for Success	4.0	
CGS	2060C	Computer Applications	4.0	
SLS	1321	Career Skills & Portfolio Development	2.0	
Total College Core Requirements				10.0
MAJOR CORE REQUIREMENTS				
MAN	1030	Introduction to Business	4.0	
MAN	2021	Principles of Management	4.0	
APA	2111	Principles of Accounting I	4.0	
BUL	2131	Applied Business Law	4.0	
Major Core Electives*			36.0	
Associate's students choose 8 credits from the following:				
MAN	2300	Introduction to Human Resources	4.0	
FIN	1103	Finance	4.0	
MAR	2305	Customer Relations and Servicing	4.0	
MAR	1011	Introduction to Marketing	4.0	
SBM	2000	Small Business Management	4.0	
Total Major Core Requirements				60.0
GENERAL EDUCATION REQUIREMENTS				
ENC	1101	Composition I	4.0	
ENC	1102	Composition II	4.0	
MAT	1033	College Algebra	4.0	
SLS	1505	Basic Critical Thinking	2.0	
PSY	2012	General Psychology	4.0	
ECOP	1021	General Economics	4.0	
EVS	1001	Environmental Science	4.0	
Total General Education Requirements				26.0
TOTAL QUARTER CREDITS REQUIRED FOR GRADUATION				96.0

*Major Core Electives: Credit will be applied from the student's previously completed certificate, diploma, or associates program. Students who have fewer than 36 transferable major core credits will be required to select additional courses from the business and management areas.



BUSINESS

Associate of Science Program
Fort Worth South campus
24 months – 96 credit units

V 5

The Associate of Science in Business program is offered to students whose career goals require a broad knowledge of the functional areas of business. All students will take coursework in the areas such as accounting, general business, management, marketing, human resources, computer applications, ethics, project management and business law. In addition students will serve an internship in order to directly apply the learned competencies in a functioning business environment. All courses are developed to engage the student with active, project-based learning including active use of technology and community resources where appropriate. The Associate's program actively incorporates key skills, practices and applications needed in the workplace and sought by employers. In addition to the interpersonal communication's course, most course activities will encourage students to work in groups and give presentations in the campus classroom setting. Students will find their curriculum is organized to sequence the appropriate courses and prerequisites towards their Associates degree and goals of a career in business. The Associate's program prepares students for entry-level careers in fields such as business administration, marketing, human resources, operations, accounting and sales.

Course Code		Course Title	Quarter Credits	
COLLEGE CORE REQUIREMENTS				
CGS	2060C	Computer Applications	4.0	
SLS	1321	Career Skills & Portfolio Development	2.0	
SLSP	1103	Strategy & Critical Thinking	2.0	
OST	2335	Business Communications	4.0	
Total College Core Requirements				12.0
MAJOR CORE REQUIREMENTS				
APA	2111	Principles of Accounting I	4.0	
APA	2121	Principles of Accounting II	4.0	
BUL	2131	Applied Business Law	4.0	
FIN	1103	Finance	4.0	
GEBP	2430	Business Ethics: Main St to Wall St	4.0	
MAN	1030	Introduction to Business	4.0	
MAN	2021	Principles of Management	4.0	
MAN	2300	Introduction to Human Resources	4.0	
MANP	2582	Introduction to Project Management	4.0	
MAN	2727	Strategic Planning for Business	4.0	
MAR	1011	Introduction to Marketing	4.0	
MAR	2305	Customer Relations & Servicing	4.0	
SBM	2000	Small Business Management	4.0	
MAN	2946	Business Internship *	4.0	
Total Major Core Requirements				56.0
GENERAL EDUCATION REQUIREMENTS				
ECOP	1021	General Economics	4.0	
ENC	1101	Composition I	4.0	
ENC	1102	Composition II	4.0	
EVS	1001	Environmental Science	4.0	
MAT	1033	College Algebra	4.0	
PSY	2012	General Psychology	4.0	
SPCP	2300	Fundamentals of Interpersonal Communication	4.0	
Total General Education Requirements				28.0
TOTAL QUARTER CREDITS REQUIRED FOR GRADUATION				96.0

*Online students will take MAR 2720 Marketing on the Internet



BUSINESS ADMINISTRATION

Associate of Applied Science Program
Arlington, Dallas, and Fort Worth campuses
24 months – 96 credit units

V 1

Graduates of this program will find many careers open to them. The core of business courses provides a thorough study of the structure, function, and procedures of standard business operations. The Business Administration program prepares the student for entry-level positions, which may lead to office or departmental management.

Course Code	Course Title	Quarter Credits	
COLLEGE CORE REQUIREMENTS			
CGS 2510C	Applied Spreadsheets	4.0	
CGS 2060C	Computer Applications	4.0	
OST 1149L	Keyboarding	2.0	
	Total College Core Requirements		10.0
MAJOR CORE REQUIREMENTS			
APA 2111	Principles of Accounting I	4.0	
APA 2121	Principles of Accounting II	4.0	
APA 2161	Introduction to Cost/Managerial Accounting	4.0	
ACG 2021	Introduction to Corporate Accounting	4.0	
BUL 2131	Applied Business Law	4.0	
FIN 1103	Finance	4.0	
MAN 1030	Introduction to Business	4.0	
MAN 2021	Principles of Management	4.0	
MAN 2300	Introduction to Human Resources	4.0	
SBM 2000	Small Business Management	4.0	
MAR 1011	Introduction to Marketing	4.0	
MAR 2305	Customer Relations and Servicing	4.0	
MAN 2727	Strategic Planning for Business	4.0	
BCC 2456	Business Capstone Course	6.0	
	Total Major Core Requirements		58.0
GENERAL EDUCATION REQUIREMENTS			
ENC 1101	Composition I	4.0	
ENC 1102	Composition II	4.0	
MAT 1033	College Algebra	4.0	
PHI 2100	Critical Thinking	4.0	
PSY 2012	General Psychology	4.0	
SPC 2017	Oral Communications*	4.0	
EVS 1001	Environmental Science	4.0	
	Total General Education Requirements		28.0
TOTAL QUARTER CREDITS REQUIRED FOR GRADUATION			96.0

*Online students will take SPCP2300 Fundamentals of Interpersonal Communication



CRIMINAL JUSTICE

Associate of Science Program

Fort Worth and Fort Worth South campuses

24 months – 96 credit units

V 2

The Criminal Justice program provides a broad understanding of the criminal justice system and prepares graduates for entry-level career opportunities in probation, corrections, law enforcement, and/or security.

Course Code	Course Title	Quarter Credits	
COLLEGE CORE REQUIREMENTS			
SLS	1105	Strategies for Success	4.0
SLS	1321	Career Skills & Portfolio Development	2.0
CGS	2060C	Computer Applications	4.0
Total College Core Requirements		10.0	
MAJOR CORE REQUIREMENTS			
CCJ	2501	Juvenile Justice	4.0
CCJ	1017	Criminology	4.0
CCJ	1020	Introduction to Criminal Justice	4.0
CJL	2130	Criminal Evidence	4.0
CJL	2134	Criminal Procedure and the Constitution	4.0
CJE	1600	Criminal Investigations	4.0
CCJ	2358	Criminal Justice Communications	4.0
CJC	2000	Introduction to Corrections	4.0
CJE	2580	Introduction to Interviews and Interrogations	4.0
DSC	2002	Introduction to Terrorism	4.0
CCJ	2929	Criminal Justice Capstone Project	4.0
The students will take 8.0 credits from following courses:			
CJE	2100	Policing in America	4.0
CCJ	2288	Spanish for the Criminal Justice Professional *	4.0
CCJ	2679	Introduction to Victims Advocacy	4.0
CCJ	2943	Current Issues in Criminal Justice	4.0
CJE	2670	Introduction to Forensics	4.0
CCJ	1910	Career Choices in Criminal Justice	4.0
Total Major Core Requirements		52.0	
GENERAL EDUCATION REQUIREMENTS			
ENC	1101	Composition I	4.0
ENC	1102	Composition II	4.0
SPC	2017	Oral Communications **	4.0
SYG	2000	Principles of Sociology	4.0
MAT	1033	College Algebra	4.0
PSY	2012	General Psychology	4.0
SLS	1505	Basic Critical Thinking	2.0
AML	2000	Introduction to American Literature	4.0
EVS	1001	Environmental Science	4.0
Total General Education Requirements		34.0	
TOTAL QUARTER CREDITS REQUIRED FOR GRADUATION		96.0	

*Spanish for the Criminal Justice Professional is not available for online students

**Online students will take SPCP2300 Fundamentals of Interpersonal Communication



CRIMINAL JUSTICE

Associate of Applied Science Program
Arlington and Dallas campuses
24 months – 96 credit units

V 1

The Criminal Justice program provides a broad understanding of the criminal justice system and prepares graduates for entry-level career opportunities in corrections, immigration, law enforcement, and/or security. This is not a training program for law enforcement officers.

Course Code	Course Title	Quarter Credits	
COLLEGE CORE REQUIREMENTS			
BUL 2131	Applied Business Law	4.0	
CGS 2060C	Computer Applications	4.0	
MAN 1030	Introduction to Business	4.0	
MAN 2021	Principles of Management	4.0	
MAR 2305	Customer Relations and Servicing	4.0	
OST 1149L	Keyboarding	2.0	
	Total College Core Requirements		22.0
MAJOR CORE REQUIREMENTS			
CCJ 1017	Criminology	4.0	
CCJ 1020	Introduction to Criminal Justice	4.0	
CJL 2130	Criminal Evidence	4.0	
CJL 2132	Criminal Procedures	4.0	
CJE 2600	Criminal Investigation and Police Procedures	4.0	
CCJ 2252	Constitutional Law for the Criminal Justice Professional	4.0	
CJC 2000	Introduction to Corrections	4.0	
CCJ 2358	Criminal Justice Communications	4.0	
CCJ 2501	Juvenile Justice	4.0	
CJT 2940	Criminal Justice Externship	6.0	
CCJ 2943	Current Issues in Criminal Justice	4.0	
PLA 1023	Legal Ethics and Social Responsibility	4.0	
	Total Major Core Requirements		50.0
GENERAL EDUCATION REQUIREMENTS			
ENC 1101	Composition I	4.0	
ENC 1102	Composition II	4.0	
MAT 1033	College Algebra	4.0	
PHI 2100	Critical Thinking	4.0	
PSY 2012	General Psychology	4.0	
SPC 2017	Oral Communications*	4.0	
	Total General Education Requirements		24.0
TOTAL QUARTER CREDITS REQUIRED FOR GRADUATION			96.0

*Online students will take SPCP2300 Fundamentals of Interpersonal Communication



NURSING

Associate of Applied Science

Fort Worth campus

24 months - 1620 hours – 107credit units

In this Associate Degree Nursing program, utilizing the conceptual framework which is based on the 5 concepts, the student is introduced to the care of individuals with special and more complex needs throughout the life span. This program will prepare the nursing student to assume the role of the registered nurse in the ever-evolving health care field. The program includes a focus on theories, concepts, and principles of nursing. It also delves into the important area of leading and managing as well as pertinent legal issues faced by nursing leaders and managers. Emphasis will be on the methods to become an effective leader/manager including interpersonal skills needed for effective leadership and management of the different types of organizations delivering health care and outcomes management. A graduate of this nursing program will be prepared to assume the role of health provider in a global society. He or she will be able to deliver culturally proficient care while meeting the physical, spiritual and psychosocial needs of clients. At the completion of this program, the nursing student will be prepared to take the NCLEX-RN exam for registered nursing licensure. Once licensed, the individual may use the title of Registered Nurse.

		Theory	Lab	Clinical	Total	Quarter
Quarter I		Contact Hours				
CGS 2060C	Computer Applications	30	20	0	50	4
BSC 1085	Anatomy & Physiology I	40	0	0	40	4
BSC 2085L	Anatomy and Physiology I Laboratory	0	40	0	40	2
MAT 1033	College Algebra*	40	0	0	40	4
SLS 1110	Strategies for Nursing Success	20	0	0	20	2
	Total Hours	130	60	0	190	16
Quarter II						
BSC 1086	Anatomy & Physiology II	40	0	0	40	4
BSC 2086L	Anatomy and Physiology II Laboratory	0	40	0	40	2
NUR 1020C	Fundamentals of Nursing I	20	30	0	50	3
HUN 1001	Basic Nutrition	20	0	0	20	2
MEA 1006C	Therapeutic Communication	20	0	0	20	2
	Total Hours	100	70	0	170	13
Quarter III						
NUR 1025	Fundamentals of Nursing II	10	0	0	10	1
NUR 1025L	Fundamentals of Nursing II Clinical	0	0	60	60	2
MCB 2000	Microbiology and Infection Control	40	0	0	40	4
MCB 1000L	Microbiology Laboratory	0	40	0	40	2
NUR 1140	Nursing Pharmacology	30	0	0	30	3
	Total Hours	80	40	60	180	12
Quarter IV						
ENC 1101	Composition I*	40	0	0	40	4
PSY 2012	General Psychology*	40	0	0	40	4
NUR 1210	Nursing Care of the Adult Client I	40	0	0	40	4
NUR 1210L	Nursing Care of the Adult Client I Clinical	0	0	120	120	4
	Total Hours	120	0	120	240	16
Quarter V						
ENC 1102	Composition II*	40	0	0	40	4
NUR 2212	Nursing Care of the Adult Client II	40	0	0	40	4
NUR 2212L	Nursing Care of the Adult Client II Clinical	0	0	120	120	4
	Total Hours	80	0	120	200	12
Quarter VI						

NUR 2430	Maternal Newborn Nursing	30	0	0	30	3
NUR 2430L	Maternal Newborn Nursing Clinical	0	0	90	90	3
PHI 2100	Critical Thinking*	40	0	0	40	4
DEP 2000	Developmental Psychology*	40	0	0	40	4
	Total Hours	110	0	90	200	14
Quarter VII						
NUR 2513	Mental Health Nursing	30	0	0	30	3
NUR 2513L	Mental Health Nursing Clinical	0	0	90	90	3
NUR 2440	Pediatric Nursing	30	0	0	30	3
NUR 2440L	Pediatric Nursing Clinical	0	0	90	90	3
	Total Hours	60	0	180	240	12
Quarter VIII						
NUR 2244	Advanced Nursing Care	40	0	0	40	4
NUR 2244L	Advanced Nursing Care Clinical	0	0	120	120	4
NUR 2831	Nursing Leadership & Management	40	0	0	40	4
	Total Hours	80	0	120	200	12
	Total Program Hours	760	170	690	1620	107

*General Education Courses per ACICS



PARALEGAL

Associate of Applied Science Program

Dallas and Fort Worth campuses

24 months – 96 credit units

V 1

Graduates of the Paralegal program are prepared, under the direction of an attorney, to interview, gather, review and analyze factual situations; research the law; prepare and interpret legal documents conduct day to day operations of a legal office. Graduates of the program may find employment in legal offices, state and federal government agencies, corporate legal departments, consumer groups, insurance companies, banks, title companies, and legal aid societies. The Paralegal program is a terminal degree in that it trains individuals for entry-level positions and is not a preparatory curriculum for law school.

Course Code	Course Title	Quarter Credits
COLLEGE CORE REQUIREMENTS		
CGS 2060C	Computer Applications	4.0
CGS 2501	Applied Word Processing	4.0
BUL 2131	Applied Business Law	4.0
	Total College Core Requirements	12.0
MAJOR CORE REQUIREMENTS		
PLA 1003	Introduction to Paralegal	4.0
PLA 2363	Criminal Procedure and the Constitution	4.0
PLA 1105	Legal Research and Writing I	4.0
PLA 2106	Legal Research and Writing II	4.0
PLA 2273	Torts	4.0
PLA 2201	Civil Litigation I	4.0
PLA 2423	Contract Law	4.0
PLA 2600	Wills, Trusts, and Probate	4.0
PLA 2800	Family Law	4.0
PLA 2763	Law Office Management	4.0
PLA 2203	Civil Procedure	4.0
PLA 2460	Bankruptcy	4.0
PLA 2610	Real Estate Law	4.0
PLA 2456	Paralegal Capstone Course	4.0
	Total Major Core Requirements	56.0
GENERAL EDUCATION REQUIREMENTS		
ENC 1101	Composition I	4.0
ENC 1102	Composition II	4.0
SPC 2017	Oral Communications	4.0
SYG 2000	Principles of Sociology	4.0
MAT 1033	College Algebra	4.0
PSY 2012	General Psychology	4.0
PHI 2100	Critical Thinking	4.0
	Total General Education Requirements	28.0
TOTAL QUARTER CREDITS REQUIRED FOR GRADUATION		96.0

COURSE DESCRIPTION – QUARTER-BASED PROGRAMS

Course Numbering System

This institution uses the following course numbering system:

- Lower division (first and second year) courses 1000-2999

Students enrolled in associate degree programs take courses in the lower division. The letters that must accompany the numbering system normally refer to the course subject matter, such as MAN = management and FIN = finance. The numbers that follow the course prefix increase in sequence to indicate a more in-depth and complex level of the particular subject area.

<p>ACG 2021 Introduction to Corporate Accounting</p> <p>This course defines financial accounting objectives and their relationship to business. Students are introduced to the fundamental principles of accounting and the accounting cycle as it applies to corporations. Prerequisite: APA 2121. Lecture Hrs. 040 Lab Hrs. 000 Other Hrs. 000</p>	<p>4.0 Quarter Credits</p>
<p>ACG 2178 Financial Statement Analysis</p> <p>The basics of financial statement analysis in directing a firm's operations are covered in this course. Students will gain an understanding of how funds are acquired in financial markets and the criteria used by investors in deciding where to place their funds. Prerequisite: None Lecture Hrs. 040 Lab Hrs. 000 Other Hrs. 000.</p>	<p>4.0 Quarter Credits</p>
<p>ACG 2551 Non-Profit Accounting</p> <p>In this course the student explores accounting systems unique to non-profit organizations. Accounting principles for hospitals and educational organizations are examined. Prerequisite ACG 2021 Lecture Hrs. 040 Lab Hrs. 000 Other Hrs. 000</p>	<p>4.0 Quarter Credits</p>
<p>ACO 1806 Payroll Accounting</p> <p>This course provides students with a working knowledge of payroll laws, principles, practices, methods and systems. Students gain hands-on experience performing the payroll function. Prerequisite: APA 2111. Lecture Hrs. 030 Lab Hrs. 020 Other Hrs. 000</p>	<p>4.0 Quarter Credits</p>
<p>AML 2000 Introduction to American Literature</p> <p>This course concentrates on the major writers of Modern American literature. Prerequisites: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000</p>	<p>4.0 Quarter Credits</p>
<p>APA 2111 Principles of Accounting I</p> <p>Accrual accounting based upon generally accepted accounting principles is stressed in this course. Analysis of income statement procedures, computerized accounting applications and the accounting cycle are highlighted. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000</p>	<p>4.0 Quarter Credits</p>
<p>APA 2121 Principles of Accounting II</p> <p>This course emphasizes accounting theory and applications as they apply to the accounting cycle. Various aspects are explored in depth including cash analysis, bank statement reconciliation, bad debt, accounts receivable, notes receivable, accounts payable, notes payable, various methods of inventory pricing, fixed asset allocations, intangible assets, and natural resources. Prerequisite: APA 2111. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000</p>	<p>4.0 Quarter Credits</p>
<p>APA 2141 Computerized Accounting</p> <p>This course emphasizes the practical application of fundamental accounting principles through the use of automated accounting software. Students will gain experience in integrated software designed to handle general ledger, accounts payable, accounts receivable, financial statement analysis, fixed assets, sales order processing, inventory, and payroll. Prerequisite: APA 2121. Lecture Hrs. 030 Lab Hrs. 020 Other Hrs. 000</p>	<p>4.0 Quarter Credits</p>
<p>APA 2161 Introductory Cost/Managerial Accounting</p> <p>This course examines the development and operation of cost accounting systems. Topics include basic cost concepts and product costing techniques including job order, process costing, and standard costing with emphasis on managerial application. Prerequisite: APA 2121. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000</p>	<p>4.0 Quarter Credits</p>
<p>BCC 2456 Business Capstone Course</p> <p>This course is designed to help students focus on business success skills. Students will apply business skills in hypothetical scenarios (capstone simulations), will create their resume, and do research about business. The course will enhance the student's oral and written communications skills. The course includes presentations and discussions by students, possible guest lectures, and will culminate in the presentation of research findings by the students. Prerequisite: May be taken only in the last term of attendance. Lecture. Hrs. 060 Lab Hrs. 000 Other Hrs.000</p>	<p>6.0 Quarter Credits</p>
<p>BSC 1085 Anatomy and Physiology I</p> <p>This course is a scientific study of the structure of the human body and its parts including relationships and functions of the integumentary, skeletal, muscular, nervous system, special senses and the endocrine systems. Prerequisite: None. Co-requisite: BSC 2085L. Lecture Hours: 40.0. Lab Hours: 0.0. Other Hours: 0.0.</p>	<p>4.0 Quarter Credits</p>
<p>BSC 2085L Anatomy and Physiology I Laboratory</p> <p>This course is a scientific study that provides an understanding of the basic concepts and principles of anatomy and physiology through a laboratory experience. It integrates the structure and function of the human body and its parts as related to cells, tissues, skeletal, muscular, nervous systems, sense organs, and stress. Prerequisite: None. Co-requisite: BSC 1085. Lecture Hours: 0.0. Lab Hours: 40.0. Other Hours: 0.0.</p>	<p>2.0 Quarter Credits</p>

BSC 1086 Anatomy and Physiology II	4 Quarter Credits
This course is a study of the structure of the human body and its parts including relationships and functions of the cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Prerequisite: BSC 1085 and BSC 2085L. Co-requisite: BSC 2086L. Lecture Hours: 40.0. Lab Hours: 0.0. Other Hours: 0.0.	
BSC 2086L Anatomy and Physiology II Laboratory	2 Quarter Credits
This course is a continuation of BSC 2085L, which provides a scientific study and understanding of the basic concepts and principles of anatomy and physiology through lecture and laboratory experience. It integrates the structure and function of the human body and its parts as related to blood, nutrition, acid-base balance, fluids and electrolytes, genetics and growth and development. The endocrine, cardiovascular, lymphatic, immune, respiratory, urinary, and reproductive systems will also be studied. Prerequisite: BSC 1085 and BSC 2085L. Co-requisite: BSC 1086. Lecture Hours: 0.0. Lab Hours: 40.0. Other Hours: 0.0.	
BUL 2131 Applied Business Law	4.0 Quarter Credits
This course is designed to provide students with information on the essentials of the nature of law and the functions of the judicial system in the business environment. An overview of legal characteristics of a sole proprietorship, partnerships and corporations are discussed. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
CCJ 1017 Criminology	4.0 Quarter Credits
The study of crime and causes of crime, the types of crime, and crime prevention strategies and society's response to crime. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
CCJ 1020 Introduction to Criminal Justice	4.0 Quarter Credits
This course provides an overview and introduction to criminal justice. Focus on the nature of crime, law and criminal justice, the Police and Law Enforcement, the makeup of the courts, the adjudication system, the issues facing police, corrections, and a review of the nature and history of the juvenile justice system. Prerequisite: None. Lecture Hours: 040, Lab Hours: 000, Other Hours: 000	
CCJ 1910 Career Choices in Criminal Justice	4.0 Quarter Credits
This course provides an overview of employment in the criminal justice field. Topics include nature of the work, employment opportunities, median income, training, opportunity for advancement, employment outlook for ten different general classifications. Prerequisite: CCJ 1020. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
CCJ 2252 Constitutional Law for the Criminal Justice Professional	4.0 Quarter Credits
This course examines the United States Constitution and its implication for criminal justice system policies and practices. Prerequisite: CCJ 1020. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
CCJ 2288 Spanish for the Criminal Justice Professional	4.0 Quarter Credits
This course provides criminal justice professionals with a fundamental communication skill set in the Spanish language. Students will address Spanish phrases and terms that will enhance the ability to respond to emergencies and function in other justice related environments. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
CCJ 2358 Criminal Justice Communications	4.0 Quarter Credits
This course prepares students, through instruction and practice, to properly prepare written reports, common to the criminal justice community. A variety of criminal justice scenarios are presented and students are instructed as to the proper report format, content, and presentation. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
CCJ 2501 Juvenile Justice	4.0 Quarter Credits
Examination of the historical development of concepts of delinquency and modern juvenile justice system. Theories of delinquency, juvenile court processes, intake services, remedial procedures and the effects of the system are included in this course. Prerequisite: CCJ 1020. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
CCJ 2679 Introduction to Victims Advocacy	4.0 Quarter Credits
This course examines criminal victimization in the United States. The topics include the historical treatment of victims of crime, the character and extent of modern criminal victimization, the nature of victimization experience, victim treatment at the hands of the criminal justice system. Prerequisite: CCJ 1020. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
CCJ 2929 Criminal Justice Capstone Project	4.0 Quarter Credits
This Criminal Justice Capstone course provides an opportunity for students to merge the knowledge and experiences from their previous classes. The students will demonstrate their knowledge of the theory and practical application of the components of the Criminal Justice system through written assignments, group work, class presentations, and role playing scenarios. Prerequisite: Last (2) quarters of the student's program. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
CCJ 2943 Current Issues in Criminal Justice	4.0 Quarter Credits
This course presents an analysis of significant issues confronting modern day criminal justice practitioners including critical concepts of law enforcement, the courts, corrections, and juvenile justice. Prerequisite: CCJ 1020. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
CGS 2060C Computer Applications	4.0 Quarter Credits
This course introduces the essential concepts necessary to make effective use of the computer. Students achieve an understanding of what a computer can do, how it works, and how it can be used to create documents using word processing and spreadsheet applications for personal and business use. Prerequisite: None. Lecture. Hrs. 030 Lab Hrs. 020 Other Hrs. 000	
CGS 2501 Applied Word Processing	4.0 Quarter Credits
This course covers the various techniques used in intermediate to advanced word processing. Emphasis will be placed on using and creating templates, developing multi-page documents, building forms, and working with charts and diagrams. In addition, students will learn document collaboration techniques and customization with macros. Prerequisite: CGS 2060C. Lecture Hrs. 030 Lab Hrs. 020 Other Hrs. 000	

CGS 2510C Applied Spreadsheets	4.0 Quarter Credits
This course covers the various techniques used in developing spreadsheet applications for business information tracking and analysis. Course topics include using formulas, employing creative formatting, and using charts. Additional skills coverage includes use of graphics, developing pivot tables, and managing lists. Prerequisite: CGS 2060C. Lecture Hrs. 030 Lab Hrs. 020 Other Hrs. 000	
CJC 2000 Introduction to Corrections	4.0 Quarter Credits
This course will examine an overview of the history of corrections and punishment in America with a review of the correctional process including: probation, intermediate sanctions, restorative justice, imprisonment and the death penalty. The organization, management and operation of correctional facilities, inmate life and environment will be examined, including the legal foundation of prisoners' rights. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
CJE 1600 Criminal Investigations	4.0 Quarter Credits
Basic investigative techniques, taking witness statements, interviews and reports are covered. An overview of police procedures is also included. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
CJE 2100 Policing in America	4.0 Quarter Credits
This course provides a solid foundation by tracking the historical development of policing in America from its English roots to the first organized municipal police departments in the 1830s. It describes various federal law enforcement organizations and how they relate to state and local police. There is examination of the police subculture, explanation of the manner in which police agencies are organized and managed, community policing and problem solving, patrol and criminal investigations, impact of technology on police and discussion of the future. Prerequisite: CCJ 1020. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
CJE 2580 Introduction to Interviews and Interrogations	4.0 Quarter Credits
Interviews and interrogation focuses on techniques and philosophies of conducting human communication in a criminal justice or legal environment in which the goal is to obtain accurate information. Students will learn and apply specialized techniques and approaches to interviews and interrogations as well as legal implications based on a variety of situations. Obtaining eyewitness information in an investigative environment is also discussed. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
CJE 2600 Criminal Investigation and Police Procedures	4.0 Quarter Credits
Basic investigative techniques, taking witness statements, interviews and reports are covered. An overview of police procedures is also included. Prerequisite: CCJ 1020. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
CJE 2670 Introduction to Forensics	4.0 Quarter Credits
This course will explore and explain the application of applied science to those criminal and civil matters that are investigated by various agencies. Prerequisite: CCJ 1020. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
CJL 2130 Criminal Evidence	4.0 Quarter Credits
This course focuses on the nature of evidence as it relates to the pretrial and trial process, including: witnesses, hearsay, admissions and confessions, and the exclusionary rule. Emphasis is placed on specific types of evidence: circumstantial, documentary, physical, and recorded. Prerequisite: CCJ1020. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
CJL 2132 Criminal Procedures	4.0 Quarter Credits
This course focuses on the constitutional provisions affecting the criminal process and the Texas Rules of Criminal Procedure. Primary emphasis is on the right to counsel, bail, search and seizure, arrest, identification, trial and post-trial proceedings. Prerequisite: CCJ 1020. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
CJL 2134 Criminal Procedure and the Constitution	4.0 Quarter Credits
There will be a discussion of the Constitutional aspects of criminal procedure. The student will learn procedural aspects of the criminal system from arrest or summons through pretrial motions, trial, post-conviction and appellate processes. A study of the Constitution at work in the court system with current applications. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
CJT 2940 Criminal Justice Externship	6.0 Quarter Credits
This course provides students with the opportunity to directly apply the knowledge and skills learned in the program by working in a criminal justice agency or other suitable location for 120 hours. The lecture portion of the course will assist students with personal and professional development for successful employment with a concentration on developing a positive self-image, assessing competitiveness strengths, career expectations, learning job search techniques, in addition to written skills and current resume preparation. Prerequisites: Students must be in good standing as stated in the Standards of Satisfactory Academic Progress and be in the last 24 credits of their program and/or have approval of the Department Chair. Lecture. Hrs. 020 Lab Hrs. 000 Other Hrs. 120	
DEP 2000 Developmental Psychology	4.0 Quarter Credits
This course will explore the physical, cognitive and social- emotional processes across the life span. Readings and lecture will focus on how individuals and defined classes develop psychologically. Key emphasis will focus on the behaviors at various ages and stages of development and the influence of family, culture, and spiritual considerations in human development and transition. Prerequisite: None. Lecture Hours: 40.0. Other Lab Hours: 0.0. Other Hours: 00	
DSC 2002 Introduction to Terrorism	4.0 Quarter Credits
Students in this course gain a valuable overview of terrorism: its history, current activities, and projected future. Topics include: domestic and international terrorism, terrorist training, weapons of mass destruction, defenses against terrorism, legal aspects, and the impact of the media. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
ECOP 1021 General Economics	4.0 Quarter Credits
This course serves as an introduction to the principles of macro and microeconomics. Specific topics of study will include scarcity and choice, supply and demand, national income, foreign trade, inflation, unemployment, and the banking system. Prerequisite: None. Lecture Hrs. 040, Lab Hrs. 000, Other Hrs. 000.	

ENC 1101 Composition I	4.0 Quarter Credits
This course provides instruction and practice in expository writing and emphasizes grammatical and mechanical accuracy and proper essay form. Emphasis is placed on clarity, logical organization, unity, and coherence of central idea and supporting material. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
ENC 1102 Composition II	4.0 Quarter Credits
This course builds on the foundation of the written communication skills developed in Composition I. It further develops the students' skills in composing essays and other written communication, including the documented research paper. Prerequisite: ENC 1101. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
EVS 1001 Environmental Science	4.0 Quarter Credits
This non-laboratory course introduces students to environmental issues through an understanding of the interrelationships of humans and their planet. Attention is focused on ecosystems, pollution, energy, and improvement or prevention of problems. Environmental concerns are explored through readings, research, and discussion. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs.000	
FIN 1103 Finance	4.0 Quarter Credits
This course is a survey of the financial considerations encountered during life, including purchases, credit, banking, taxes, insurance, investments, retirement and estate planning. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
GEBP 2430 Business Ethics: Main St to Wall St	4.0 Quarter Credits
This course is a survey of different origins of ethics and value systems and their influence on business and cultural development. Comparison of different ethical values and their probable impact in American business will be explored. Students will also explore the different models of ethical decision making, the role of personal integrity and the need for a personal system of moral and ethical values in their professional careers. Prerequisites: None. Lecture Hours: 40. Lab Hours: 0. Other Hours: 0.	
HUN 1001 Basic Nutrition	2.0 Quarter Credits
This course is a study of basic nutrition including a discussion of vitamins and minerals necessary to maintain good health, cultural and religious differences that affect nutrition and an analysis of medical diets utilized in the treatment of disease and the maintenance of good health. Prerequisite: None. Lecture Hours: 20.0. Lab Hours: 0.0. Other Hours: 0.0.	
LIS 2004 Introduction to Internet Research	2.0 Quarter Credit Hours
This course provides instruction on the basic use of the Internet and the use of search engines. Students will have hands-on access to the Internet. Prerequisite: None. Lecture Hours: 010 Lab Hours: 020 Other Hours: 000	
MAN 1030 Introduction to Business	4.0 Quarter Credits
This course is an introduction to the terminology, functions, and procedures related to the organization and operation of a business enterprise as an institution in an economic society. Particular emphasis is given to accounting, ownership, human resources, marketing, and managerial functions within the business enterprise. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
MAN 2021 Principles of Management	4.0 Quarter Credits
The course covers an analysis of fundamental management principles integrated with concepts of the behavioral sciences. Management processes, resources, and organizational structure are introduced. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
MAN 2031 Let's Talk Business	2.0 Quarter Credits
This course is designed to provide opportunities through reading, discussions, and exercises for students to improve their proficiency as communicators in business environments. Prerequisite: None. Lecture Hours: 020 Lab Hours: 000 Other Hours: 000	
MAN 2300 Introduction to Human Resources	4.0 Quarter Credits
This course is an introduction to the workings of the human resources aspect of a business operation. It includes a discussion of wage and salary considerations, performance evaluations, benefits, employee hiring and firing, and policy and procedure implementation. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
MAN 2727 Strategic Planning for Business	4.0 Quarter Credits
Designed to help students to understand how to integrate knowledge of the various business disciplines and apply that knowledge to planning and managing strategic business activities. Following an examination of policy and strategy concepts, the student will complete studies, which integrate and apply what is learned. Prerequisites: APA 2121. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs.000	
MAN 2946 Business Internship	4.0 Quarter Credits
This course provides the student with the opportunity to directly apply the knowledge and skills learned in the program by working in a business or other suitable location. Prerequisites: At least 80 credits of program completed. Lecture Hours: 10. Lab Hours: 0. Other Hours: 110.	
MANP 2582 Introduction to Project Management	4.0 Quarter Credit Hours
This course is an introduction to the discipline of project management. Topics include an overview of its evolution, its various processes and principles, tools and techniques and project life cycle. Students will also be introduced to project management software. Prerequisite: None. Lecture Hours: 40. Lab Hours: 0. Other Hours: 0.	
MAR 1011 Introduction to Marketing	4.0 Quarter Credits
The course deals with the distribution of goods from producer to consumer and covers such topics as characteristics of markets for consumer goods, marketing functions and the organizations that perform them, marketing methods and techniques, price policies, and the cost of marketing. Prerequisite: None. Lecture Hrs. 040 Lab Hrs. 000 Other Hrs. 000	

MAR 2305 Customer Relations and Servicing	4.0 Quarter Credits
Explores the basic functions relating to customers on a one-on-one basis. It teaches the skills needed to work with people to enhance the company, its public image, and satisfy the client or customer. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
MAR 2720 Marketing on the Internet	4.0 Quarter Credits
A study of the use of the Internet as a marketing and advertising medium. A study of the types of businesses and services utilizing the medium, as well as the advantages and disadvantages of doing business on the Internet. Prerequisite: MAR 1011. Lecture. Hrs. 030 Lab. Hrs. 020 Other Hrs. 000.	
MAT 1033 College Algebra	4.0 Quarter Credits
This course addresses the algebra of linear and quadratic equations, graphing, functions, inequalities, rational expressions, radicals, and system of equations. The course emphasizes critical thinking and problem-solving skills. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000.	
MCB 2000 Microbiology and Infection Control	4.0 Quarter Credits
These courses are designed to provide the student with an overall understanding of basic microbiology, infection control, disease processes and the body's defenses against them, and wound healing, as well as the terminology associated with each of these areas of concentration. Prerequisite: None. Co-requisite: MCB 1000L. Lecture Hours: 40.0. Lab Hours: 0.0. Clinical Hours: 0.0.	
MCB 1000L Microbiology Laboratory	2.0 Quarter Credits
This course provides the fundamental concepts of microbiology and its relationship to the fields of medicine, industry and agriculture through a lab experience. This includes the study of viruses, bacterial pathogens and fungi. Prerequisite: None. Co-requisite: MCB 2000. Lecture Hours: 0.0. Lab Hours: 40.0. Clinical Hours: 0.0.	
MEA 1006C Therapeutic Communication	2.0 Quarter Credits
This course encompasses the nonverbal and verbal therapeutic communications skills needed to deal effectively with physicians, clients, family members and other health care professionals. This course will also aid the student in developing appropriate techniques in dealing with change within the medical environment. Prerequisite: None. Co-requisite: None. Lecture Hours: 20.0. Lab Hours: 0.0. Clinical Hours: 0.0.	
MTB 1103 Business Math	4.0 Quarter Credits
This course presents a comprehensive review of computational skills as they apply to the business world. Topics include fractions, decimals, banking and credit card transaction, equations, percents, discounting process (trade and cash), markups and markdowns, simple and compound interest, and payroll functions. Prerequisite: None. Lecture Hours: 040 Lab Hours: 000 Other Hours: 000.	
NUR 1020C Fundamentals of Nursing I	3.0 Quarter Credits
In this course, the student is introduced to the art and science of nursing; the philosophy and the conceptual framework of the Everest nursing program. Students are also introduced to the core components of Associate Degree Nursing with a focus on professionalism, assessment and communication. The nursing process is introduced as a tool to assist students to utilize critical thinking the formulating nursing decisions. In the Nursing Skills Lab, students will learn to how to conduct a basic health interview and physical examination with clients in preparation for clinical experiences in Fundamentals II. Characteristics of the individual, which include human development, common health problems, human needs, cultural diversity and considerations, are introduced. Students will practice basic nursing adult client care in simulated scenarios. This course provides the basic platform of knowledge, skills and caring upon which subsequent nursing courses are built. Lecture Hours: 20.0. Lab Hours: 30.0. Clinical Hours: 0.0. Prerequisite: None. Co-requisite: None.	
NUR 1025 Fundamentals of Nursing II	1.0 Quarter Credits
This course is a continuation of the theory and concepts learned in Fundamentals of Nursing I and continues with the information that introduces concepts basic to beginning nursing practice. Emphasis is placed on the application of the nursing process to provide and manage care as a member of the discipline of nursing. Students also learn about legal implications of nursing practice, safety and definition and reporting of sentinel events. Prerequisite: NUR 1020C. Co-requisite: NUR 1025L. Lecture Hours: 10.0. Lab Hours: 0.0. Clinical Hours: 0.0.	
NUR1025L Fundamentals of Nursing II Clinical	2.0 Quarter Credits
This course is a continuation of the clinical application learned in Fundamentals of Nursing I and continues with the information that introduces concepts basic to beginning nursing practice. Emphasis is placed on the application of the nursing process in the clinical arena to provide and manage care as a member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations of health. Procedures related to basic human needs are taught, demonstrated and practices in class, nursing skills laboratory and in area health care facilities. Prerequisite: NUR 1020C. Co-requisite: NUR 1025. Lecture Hours: 0.0. Lab Hours: 0.0. Clinical Hours: 60.0.	
NUR 1140 Nursing Pharmacology	3.0 Quarter Credits
This course is designed to provide nursing students with the knowledge of biological factors influencing drug actions; predictable effects of medications on a physiological problem; modifiers of the predictable effects; commonalities and variations between the actions of medications employed for comparable therapeutic effects; adverse effects of medications that can and do commonly occur and application of the nursing process in drug therapy. Prerequisite: None. Co-requisite: None. Lecture Hours: 30.0. Lab Hours: 0.0. Clinical Hours: 0.0.	
NUR 1210 Nursing Care of the Adult Client I	4.0 Quarter Credits
This course addresses the standards of practice for adult/geriatric clients requiring less complex nursing care and focuses on the use of the nursing process in assisting adult/geriatric clients to adapt to their ever-changing health needs. Prerequisite: NUR 1020C, NUR 1025 and NUR 1025L. Co-requisite: NUR 1210L. Lecture Hours: 40.0. Lab Hours: 0.0. Clinical Hours: 0.0.	

NUR 1210L Nursing Care of the Adult Client I Clinical	4.0 Quarter Credits
The clinical portion of the Nursing Care of the Adult Client I course integrates application of the theory learned to use in a variety of settings when caring for the adult/geriatric client with consultation and availability of multiple health care resources. . Prerequisite: NUR 1020C, NUR 1025 and NUR 1025L. Co-requisite: NUR 1210. Lecture Hours: 0.0. Lab Hours: 0.0. Clinical Hours: 120.0.	
NUR 2212 Nursing Care of the Adult Client II	4.0 Quarter Credits
This course builds on the course content of NUR 1210 and focuses on the nursing care of the adult/geriatric client with altered health states. The nursing process is used as a continuing theme to integrate classroom theory with more complex clinical nursing care. Prerequisite: NUR 1020C, NUR 1025, NUR 1025L, NUR 1210 and NUR 1210L.Co-requisite: NUR 2212L. Lecture Hours: 40.0. Lab Hours: 0.0. Clinical Hours: 0.0.	
NUR 2212L Nursing Care of the Adult Client II Clinical	4.0 Quarter Credits
The clinical portion of Care of the Adult Client II integrates the theory learned in caring for the adult/geriatric client and applies it to multiple clinical situations. Prerequisite: NUR 1020C, NUR 1025, NUR 1025L, NUR 1210 and NUR 1210L. Co-requisite: NUR 2212. Lecture Hours: 0.0. Lab Hours: 0.0. Clinical Hours: 120.0.	
NUR 2430 Maternal Newborn Nursing	3.0 Quarter Credits
This course is a study of concepts related to the provision of nursing care for normal childbearing families and those at risk, as well as women's health issues, competency in knowledge, judgment, skill and professional values within a legal/ethical framework including a focus on normal and high-risk needs for the childbearing family during the preconception, prenatal, intrapartum, neonatal and postpartum periods; and consideration of selected issues in women's health. Prerequisite: NUR 1020C, NUR 1025, NUR 1025L, NUR 1210, NUR 1210L, NUR 2212 and NUR 2212L. Co-requisite: NUR 2430L. Lecture Hours: 30.0. Lab Hours: 0.0. Clinical Hours: 0.0.	
NUR 2430L Maternal Newborn Nursing Clinical	3.0 Quarter Credits
The clinical portion of Maternal Newborn nursing integrates and applies the theory learned to provide care for obstetric and newborn clients in acute care agencies, community health agencies, schools and in simulated experiences in the nursing computer and skills lab. Prerequisite: NUR 1020C, NUR 1025, NUR 1025L, NUR 1210, NUR 1210L, NUR 2212 and NUR 2212L. Co-requisite: NUR 2430. Lecture Hours: 0.0. Lab Hours: 0.0. Clinical Hours: 90.0.	
NUR 2513 Mental Health Nursing	3.0 Quarter Credits
This course is a study of the nurse's role in caring for clients experiencing alterations in mental health and those experiencing mental illness throughout the life span. Prerequisite: NUR 1020C, NUR 1025, NUR 1025L, NUR 1210, NUR 1210L, NUR 2212, NUR 2212L, NUR 2430 and NUR 2430L. Co-requisite: NUR 2513L, NUR 2440, NUR 2440L. Lecture Hours: 30.0. Lab Hours: 0.0. Clinical Hours: 0.0.	
NUR 2513L Mental Health Nursing Clinical	3.0 Quarter Credits
The clinical portion of the Mental Health Nursing course integrates the theory learned in class to care of clients in various mental health agencies, long term care facilities and other agencies where the student will receive experiences with clients experiencing alterations in mental health. The focus is on the role of the nurse in mental health and illness through the lifespan utilizing the nursing process. Prerequisite: NUR 1020C, NUR 1025, NUR 1025L, NUR 1210, NUR 1210L, NUR 2212, NUR 2212L, NUR 2430 and NUR 2430L. Co-requisite: NUR 2513, NUR 2440, NUR 2440L. Lecture Hours: 0.0. Lab Hours: 0.0. Clinical Hours: 90.0.	
NUR 2440 Pediatric Nursing	3.0 Quarter Credits
This course is designed to be a study of the care of the pediatric client and family during health and disease with an emphasis on community based care. Content covered will include childhood diseases and childcare from infancy through adolescence. Focus will be on the care of the well and the ill child utilizing the nursing process with an emphasis on growth and developmental needs. Prerequisite: NUR 1020C, NUR 1025, NUR 1025L, NUR 1210, NUR 1210L, NUR 2212, NUR 2212L, NUR 2430 and NUR 2430L. Co-requisite: NUR 2440L, NUR 2513, NUR 2513L. Lecture Hours: 30.0. Lab Hours: 0.0. Clinical Hours: 0.0.	
NUR 2440L Pediatric Nursing Clinical	3.0 Quarter Credits
The clinical portion of Pediatric nursing integrates and applies the theory learned to provide care for pediatric clients in acute care agencies, community health agencies, schools and in simulated experiences in the nursing computer and skills lab. Prerequisite: NUR 1020C, NUR 1025, NUR 1025L, NUR 1210, NUR 1210L, NUR 2212, NUR 2212L, NUR 2430 and NUR 2430L. Co-requisite: NUR 2440, NUR 2513, NUR 2513L. Lecture Hours: 0.0. Lab Hours: 0.0. Clinical Hours: 90.0.	
NUR 2244 Advanced Nursing Care	4.0 Quarter Credits
This course builds on the content of the previous nursing courses and continues the focus on nursing care of clients with altered health states of a very complex nature. The nursing process is used as a continuing theme to integrate advanced classroom theory with clinical practice. Prerequisite: NUR 1020C, NUR 1025, NUR 1025L, NUR 2212, NUR 2212L, NUR 2430 and NUR 2430L. Co-requisite: NUR 2244L, NUR 2831. Lecture Hours: 40.0. Lab Hours: 0.0. Clinical Hours: 0.0.	
NUR 2244L Advanced Nursing Care Clinical	4.0 Quarter Credits
The clinical portion the Advanced Nursing Care course integrates and applies the theory learned by focusing on providing complex care to clients in various age groups in specific clinical sites. Emphasis will also be placed on clinical leadership and management. Students will identify traits and qualities in nurse managers/leaders and obtain experiences that will assist in molding the student for future management/leadership opportunities Prerequisite: NUR 1020C, NUR 1025, NUR 1025L, NUR 2212, NUR 2212L, NUR 2430 and NUR 2430L. Co-requisite: NUR 2244, NUR 2831. Lecture Hours: 0.0. Lab Hours: 0.0. Clinical Hours: 120.0.	

NUR 2831 Nursing Leadership and Management	4.0 Quarter Credits
This course is designed to develop leadership skills for Associate Degree Nursing students that are necessary to manage clients, families and other members of the health care team. The scope of practice of various licensed and unlicensed caregivers are explored, communication skills, leadership, delegation and time and resource management are also included in the curriculum. This course will also review materials, theory and clinical, to prepare the student to taking the NCLEX-RN licensure examination and for the student's future role as a professional nurse. Prerequisite: NUR 1020C, NUR 1025, NUR 1025L, NUR 2212, NUR 2212L, NUR 2430 and NUR 2430L. Co-requisite: NUR 2244, NUR 2244L. Lecture Hours: 40.0. Lab Hours: 0.0. Clinical Hours: 0.0.	
OST 1149L Keyboarding	2.0 Quarter Credits
Designed to familiarize the student with basic keyboarding and develop minimum typing skills. Prerequisite: None. Lecture. Hrs. 000 Lab Hrs. 040 Other Hrs. 000	
OST 2335 Business Communications	4.0 Quarter Credits
Practical written communications skills for business are studied in this advanced course. This course includes the mechanics and principles of effective letter writing and methods of researching and compiling reports. Focus is on a better understanding of writing styles appropriate to the business world. Prerequisite: ENC1102. Lecture Hrs. 040 Lab Hrs. 000 Other Hrs. 000.	
PHI 2100 Critical Thinking	4.0 Quarter Credits
This course introduces the students to the concepts of critical thinking. Topics covered include problem solving, perceptions, truths, language, thoughts, concepts, judging, and arguments. Students will examine effective ways to think more critically, and will apply these tools in course assignments. Prerequisite: None. Lecture. Hours 040 Lab Hours 000 Other Hours 000	
PLA 1003 Introduction to Paralegal	4.0 Quarter Credits
This course introduces students to the paralegal's role and the nature of a career as a legal assistant. Legal procedures are presented in real-world context with a basic introduction to necessary skills, such as legal research, law office operations, technology in the law, and litigation. Vocabulary is learned in context. In-depth coverage is begun on legal ethics, professional regulation, trends and issues in the field, and the legal system. Career management for paralegal professionals is covered thoroughly. Legal ethics is discussed in depth. Prerequisite: None. Lecture Hours: 40. Lab Hours: 0. Other Hours: 0.	
PLA 1023 Legal Ethics and Social Responsibility	4.0 Quarter Credits
This course concerns the area of ethics as that term is used in the legal office. The course includes a survey of the law relating to the regulation of lawyers and legal assistants, the unauthorized practice of law, confidentiality, conflict of interest, advertising, fees and client funds, competence, special issues in advocacy, and professionalism. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
PLA 1105 Legal Research and Writing I	4.0 Quarter Credits
This course covers the basics of legal research, legal writing, and legal analysis for the legal assistant. Students learn to use a law library, perform legal research, analyze legal problems, and write a legal memorandum. Students are taught to locate and use both primary, secondary, and CALR legal research sources to solve legal problems. Prerequisite: PLA 1003. Lecture Hours: 30 Lab Hours: 20 Other Hours: 0	
PLA 2106 Legal Research and Writing II	4.0 Quarter Credits
This course covers advanced aspects of legal research, legal writing, and legal analysis for the legal assistant, with an emphasis on legal writing and analyses of complex issues. Students strengthen their legal research skills using a variety of primary and secondary sources, analyze complex legal problems, and write a persuasive memorandum or brief. Students also develop skills in computer assisted legal research and are introduced to fee-based services such as Westlaw, LEXIS as well as free Internet legal sources. Prerequisite: PLA1105 Lecture Hours: 30 Lab Hours: 20 Other Hours: 0.	
PLA 2201 Civil Litigation I	4.0 Quarter Credits
This course provides the student with an introduction and overview to the civil litigation process, starting from the initial client interview, setting up a client file, overview of the laws governing civil procedure, drafting of pleadings, review of evidence, interviewing and investigation through the initial discovery process. Prerequisite: PLA 1003. Lecture Hours: 40. Lab Hours: 0. Other Hours: 0.	
PLA 2203 Civil Procedure	4.0 Quarter Credits
This course provides the student with an introduction and overview to the procedures applicable to and governing civil matters, including procedures related to pleading, motions, discovery, trial practice, post-trial motions and other issues. Fundamental litigation practices are discussed. Prerequisite: PLA 1003. Lecture Hours: 40. Lab Hours: 0. Other Hours: 0.	
PLA 2273 Torts	4.0 Quarter Credits
This course provides an introduction to the substantive law of torts, including elements, defenses, and damages applicable to intentional torts, and to unintentional torts based on negligence, product liability, strict liability, and professional malpractice. The course provides opportunities for students to practice and improve their interviewing, investigation, document drafting, negotiation, and contract interpretation skills. Prerequisite: None. Lecture Hours: 40. Lab Hours: 0. Other Hours: 0.	
PLA 2363 Criminal Procedure and the Constitution	4.0 Quarter Credits
There will be a discussion of the Constitutional aspects of criminal procedure. The student will learn procedural aspects of the criminal system from arrest or summons through pretrial motions, trial, post-conviction and appellate processes. A study of the Constitution at work in the court system with current applications. Prerequisite: PLA 1003. Lecture Hours: 40. Lab Hours: 0. Other Hours: 0.	
PLA 2423 Contract Law	4.0 Quarter Credits
The principles of contract law are addressed and discussed in this course including the major provisions of the Uniform Commercial Code. Basic contract provisions and drafting techniques are explained and practiced through the drafting of various types of contracts. Contract Litigation is also covered. Prerequisite: PLA1003 Lecture Hours: 40 Lab Hours: 0 Other Hours: 0	

PLA 2433 Business Organization	4.0 Quarter Credits
This course covers the principles of Business Organizations, including the formation, operation, and dissolution of various types of business organizations. Topics include sole proprietorships, corporations, partnerships, the law of agency, and employment agreements. Prerequisite: None. Lecture Hours: 040 Lab Hrs. 000 Other Hrs. 000	
PLA 2456 Paralegal Capstone Course	4.0 Quarter Credits
This course, available only during students' final quarter, simulates the law office environment and is designed to equip students for transition from matriculation to legal employment. Focus is placed on the assembly of court and client documents using word processing application software. Documents are prepared in the areas of various areas of law practice including federal and state civil litigation, discovery, appellate, family law, criminal law, contracts, probate, and business associations. These documents comprise the student portfolio presented for final evaluation. Prerequisite: CGS 2060C, CGS 2501, PLA 1105, PLA 2106 Lecture Hours: 40. Lab Hours: 0. Other Hours: 0.	
PLA 2460 Bankruptcy	4.0 Quarter Credits
Bankruptcy law and procedure, including commencement of a case, preparing schedules, operating and liquidating procedures, adversary matters and litigation in bankruptcy court, debtors' and creditors' rights and obligations, technical terminology, and practical direction for paralegals. Forms used in bankruptcy court and proceedings under Chapter 7, Chapter 13, and, to a lesser extent, Chapter 11 and proceedings under Chapters 9 and 12 are also covered. The rights of creditors, including secured transactions, consensual and nonconsensual liens, UCC transactions, and the unique position of real estate, will be reviewed. The course also teaches garnishments and other judicial attachments of property. Prerequisite: None. Lecture Hours: 40 Lab Hours: 0 Other Hours: 0	
PLA 2483 Introduction to Administrative Law	4.0 Quarter Credits
This course examines basic concepts of law and procedure in federal and state administrative agencies, with emphasis on the paralegal's role in the administrative process. Students will learn both formal and informal advocacy techniques, including representing clients before administrative bodies. Substantive topics will include administrative delegation of power, rulemaking, agency discretionary powers, remedies, open government, and judicial review. Procedural topics will include agency operation, adjudication, hearing preparation, and administrative and judicial appeals. Prerequisite: None. Lecture Hours: 040 Lab Hrs. 000 Other Hrs. 000	
PLA 2600 Wills, Trusts, and Probate	4.0 Quarter Credits
This course examines legal concepts of wills, trusts, intestacy, guardianships, and conservatorships: analysis of client needs: drafting of simple wills: and study of various types of trusts and their application to particular client needs. Study of probate procedures, the administration of assets, methods of compiling both probate and non-probate estate and simple tax implications. Prerequisite: None. Lecture Hours: 40 Lab Hours: 0 other hrs.: 0	
PLA 2610 Real Estate Law	4.0 Quarter Credits
This course is an introduction to Real Estate law. Topics include property rights, principles of land ownership, sale, financing and conveyance, contracts, liens, mortgage financing, mortgages or deeds of trust, deeds, recording, settlement concepts, condominiums and cooperatives, leasing and other property concepts. Prerequisite: None. Lecture Hours: 40 Lab Hours: 0 Other Hours: 0	
PLA 2631 Environmental Law	4.0 Quarter Credits
This course examines the substantive and procedural laws that govern environmental litigation, including the history of environmental law and the procedural and practical skills required of an environmental paralegal. Prerequisite: None. Lecture Hours: 40 Lab Lab Hrs. 000 Other Hrs. 000	
PLA 2763 Law Office Management	4.0 Quarter Credits
This course examines the fundamentals of law office management and organization. Subjects covered include basic principles and structure of law practice management, law practice structures, organization, and governance, client systems, timekeeping and accounting systems, human resources, marketing and strategic planning, administrative and substantive systems in the law office, and law practice technology. Prerequisite: PLA 1003. Lecture Hours: 40 Lab Hours: 0 Other Hours: 0	
PLA 2800 Family Law	4.0 Quarter Credits
Students are instructed in the theory of law governing marriage, divorce, annulment, property settlement agreements, child custody and support obligations, paternity, adoption, alimony, pre-nuptial agreements, name changes, and domestic violence. Students will be introduced to state-specific procedures and prepare various pleadings or documents related to these topics. Prerequisite: None. Lecture Hours: 40. Lab Hours: 0. Other Hours: 0.	
PLA 2930 Contemporary Issues and Law	4.0 Quarter Credits
This course examines contemporary law, including contemporary legal issues as well as practicing law in today's environment. Prerequisite: PLA 1003. Lecture Hours: 040 Lab Hrs. 000 Other Hrs. 000	
PSY 2012 General Psychology	4.0 Quarter Credits
This course is designed to provide students with a general understanding of the general principles of psychology and theories underlying modern psychology. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
SBM 2000 Small Business Management	4.0 Quarter Credits
This course examines the various aspects of starting, acquiring, and operating a small business enterprise. It is a comprehensive discussion of problems encountered by small businesses. A study of management principles and procedures provides methods of resolving these problems. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 0	
SLS 1105 Strategies for Success	4.0 Quarter Credits
This course is designed to equip students for transitions in their education and life. The course includes introduction to the College and its resources, study skills, and personal resource management skills. Students will be actively involved in learning and integrating practical applications to promote success. Prerequisite: None. Lecture Hrs. 040 Lab Hrs. 000 Other Hrs. 000	

SLS 1110 Strategies for Nursing Success	2.0 Quarter Credits
This course is designed to prepare students for transition in their nursing education and life. The course includes introduction to the College and its resources, study skills, test-taking skills, critical thinking, medical terminology, abbreviations, math review, communication, written and personal resource management skills. Students will be actively involved in learning and integrating practical applications to promote success. Lecture Hours: 20.0. Other Lab Hours: 0.0. Clinical and Nursing Lab Hours: 0.0. Prerequisite: None.	
SLS 1321 Career Skills & Portfolio Development	2.0 Quarter Credits
A course designed to assist students with personal and professional development for successful employment with a concentration on developing a positive self-image, assessing competitiveness strengths, career expectations, learning job search techniques, in addition to written skills and current resume preparation. Prerequisite: None. Lecture Hrs. 020 Lab Hrs. 000 Other Hrs. 000	
SLS 1505 Basic Critical Thinking	2.0 Quarter Credits
This course introduces the students to the concepts of critical thinking. Topics covered include self-critique and understanding, fair-minded thinking, the levels of thinking, the parts and standards for thinking, and developing ethical and strategic thinking. Students will examine effective ways to think more critically, and will apply these tools in course assignments. Prerequisite: None. Lecture Hrs. 020 Lab Hrs. 000 Other Hrs. 000	
SLSP 1103 Strategy & Critical Thinking	2.0 Quarter Credits
This course lays a foundation for a student's transition into higher education and future endeavors. The course includes an introduction to the school, study skills, time management techniques, and life proficiencies. Topics covered include the levels of thinking and the development of ethical and decisive thought. Prerequisite: None. Lecture. Hrs. 020 Lab Hrs. 000 Other Hrs. 000	
SPC 2017 Oral Communications	4.0 Quarter Credits
This course is designed to develop students' ability to communicate effectively. Emphasis is placed upon the basic elements of communication in order to strengthen students' interpersonal and professional speaking skills. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
SPCP 2300 Fundamentals of Interpersonal Communication	4.0 Quarter Credits
The dynamics of interaction between people in personal, social and workplace situations are explored to better understand how interpersonal communication shapes relationships. Exploration will occur through readings, discussion, and application exercises. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
SYG 2000 Principles of Sociology	4.0 Quarter Credits
A study of cultural heritage, of the cultural influence of human nature and personality, and of social interaction. Prerequisite: None. Lecture. Hrs. 040 Lab Hrs. 000 Other Hrs. 000	
TAX 2000 Tax Accounting	4.0 Quarter Credits
This is a survey course covering the laws, procedures, returns, and subsidiary schedules involved in the preparation of Federal personal tax returns. Prerequisite: None. Lecture Hrs. 030 Lab Hrs. 020 Other Hrs. 000	

CORINTHIAN COLLEGES, INC.

The following schools in the United States are owned by Corinthian Colleges, Inc.:

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Alhambra, CA (main campus)
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Everett, WA (additional location of Everest College, Bremerton, WA)
 Fort Worth, TX (additional location of Everest College, Salt Lake City, UT)

Fort Worth South, TX (additional location of Everest College, Colorado Springs, CO)

Gardena, CA (main campus)

Henderson, NV (main campus)
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North Aurora, IL (branch of Everest Institute, Brighton, MA)
 Ontario, CA (main campus)
 Ontario (Metro), CA (additional location of Everest College, Springfield, MO)
 Portland, OR (main campus)

Renton, WA (main campus)
 Reseda, CA (main campus)
 Salt Lake City, UT (main campus)

San Bernardino, CA (main campus)

Santa Ana, CA (additional location of Everest College, Colorado Springs, CO)
 Seattle, WA (main campus)
 Skokie, IL (main campus)
 Springfield, MO (main campus)

St. Louis (Earth City), MO (additional location of Everest College, Bremerton, WA)
 Tacoma, WA (additional location of Everest College, Bremerton, WA)
 Thornton, CO (main campus)
 Torrance, CA (main campus)
 Vancouver, WA (additional location of Everest College, Portland, OR)

West Los Angeles, CA (main campus)

Woodbridge, VA (additional location of Everest College, Seattle, WA)

Everest College Phoenix

Phoenix, AZ (main campus)
 Mesa, AZ (branch of Everest College Phoenix, AZ)

Detroit, MI (branch of Everest Institute, Southfield, MI)
 Eagan, MN (branch of Everest Institute, Cross Lanes, WV)
 Gahanna, OH (branch of Everest College, Ontario, CA)
 Grand Rapids, MI (main campus)

Houston (Bissonnet), TX (branch of Everest College, Renton, WA)
 Houston (Greenspoint), TX (branch of Everest Institute, San Antonio, TX)
 Houston (Hobby), TX (branch of Everest Institute, San Antonio, TX)
 Jonesboro, GA (branch of Everest College, Ontario, CA)
 Kalamazoo, MI (branch of Everest Institute, Grand Rapids, MI)
 Marietta, GA (branch of Everest College, Reseda, CA)
 Miami (Kendall), FL (main campus)
 Miami, FL (main campus)
 Norcross, GA (branch of Everest College, Gardena, CA)
 Pittsburgh, PA (main campus)
 Portland (Tigard), OR (additional location of Everest College, Seattle, WA)
 Rochester, NY (main campus)
 San Antonio, TX (main campus)
 Southfield, MI (main campus)
 South Plainfield, NJ (branch of Everest Institute, Southfield, MI)
 Silver Spring, MD (additional location of Everest College, Portland, OR)

Everest University

Tampa (Brandon), FL (additional location of Everest University Tampa, FL)
 Jacksonville, FL (additional location of Everest University, Largo, FL)
 Lakeland, FL (additional location of Everest University, Largo, FL)
 Largo, FL (main campus)
 Melbourne, FL (additional location of Everest University, North Orlando, FL)
 North Orlando, FL (main campus)

Orange Park, FL (additional location of Everest University, Tampa, FL)

Pompano Beach, FL (main campus)

South Orlando, FL (additional location of Everest University, North Orlando, FL)

Tampa, FL (main campus)

WyoTech

Blairsville, PA (branch of WyoTech, Laramie, WY)
 Daytona Beach, FL (main campus)
 Fremont, CA (main campus)
 Laramie, WY (main campus)
 Long Beach, CA (main campus)

Heald College

Concord, CA (main campus)
 Fresno, CA (main campus)
 Hayward, CA (main campus)
 Honolulu, HI (branch of Heald College, San Francisco)
 Modesto, CA (branch of Heald College, Hayward)
 Portland, OR (branch of Heald College, San Francisco)
 Rancho Cordova, CA (main campus)
 Roseville, CA (main campus)
 Salinas, CA (main campus)
 San Francisco, CA (main campus)
 San Jose, CA (Milpitas) (main campus)
 Stockton, CA (main campus)

<p>Everest Institute</p> <p>Austin, TX (branch of Everest Institute, Southfield, MI) Bensalem, PA (additional location of Everest College, Seattle, WA) Brighton, MA (main campus) Chelsea, MA (branch of Everest College, Alhambra, CA) Cross Lanes, WV (main campus) Dearborn, MI (branch of Everest Institute, Southfield, MI)</p>	
The following schools in Canada are owned by Corinthian Colleges, Inc.:	
<p>Everest College of Business, Technology, and Healthcare All Canadian locations listed below are branches of Everest College Canada, Inc.</p> <ul style="list-style-type: none"> Barrie, Ontario Brampton, Ontario Hamilton City Centre, Ontario Hamilton Mountain, Ontario Kitchener, Ontario London, Ontario Mississauga, Ontario 	<ul style="list-style-type: none"> Nepean, Ontario New Market, Ontario North York, Ontario Ottawa-East, Ontario Scarborough, Ontario Sudbury, Ontario Thunder Bay, Ontario Toronto College Park (South), Ontario Windsor, Ontario

STATEMENT OF OWNERSHIP

The Arlington campus is owned and operated by Rhodes Business Group, Inc., a wholly owned subsidiary of Rhodes Colleges, Inc. The Dallas, Fort Worth and Fort Worth South campuses are owned and operated by Rhodes Colleges, Inc., a Delaware corporation, which is a wholly owned subsidiary of Corinthian Colleges, Inc., a Delaware corporation. Corporate offices are located at 6 Hutton Centre Drive, Suite 400, Santa Ana, CA 92707.

CORINTHIAN COLLEGES, INC.		
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RHODES BUSINESS GROUP, INC.		
DIRECTORS	OFFICERS	TITLE
Jack D. Massimino Kenneth S. Ord Beth A. Wilson	Jack D. Massimino Kenneth S. Ord Beth A. Wilson Stan A. Mortensen Robert C. Owen	Chairman of the Board, President and Chief Executive Officer Executive Vice President and Chief Administrative Officer Executive Vice President Executive Vice President, General Counsel and Corporate Secretary Executive Vice President, Chief Financial Officer, Treasurer and Assistant Secretary

ADMINISTRATIVE STAFF

ARLINGTON

ADMINISTRATIVE STAFF	
Sandra Muskopf	President
Peggy Smith	Academic Dean
Nikki Ceaser	Director of Admissions
Brandon Henderson	Admissions Manager
Debra White-Knighten	Director of Student Finance
Julien Carney	Director of Career Services
Dina Peller	Librarian

DALLAS

ADMINISTRATIVE STAFF	
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Abrahm Delarosa	Admissions Manager
Jose Ramos	Director of Student Finance
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Sallie Lockhart	Librarian
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Erika Molina	Registrar

FORT WORTH

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Zach Christodoulides	Academic Dean
Racheal Culberson	Director of Admissions
OPEN	Director of Student Finance
Annie Koonce	Director of Career Services
Dina Peller	Librarian
Stephenie Akins	Campus Director of Nursing

FORT WORTH SOUTH

ADMINISTRATIVE STAFF	
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Anthony Goss	Academic Dean
OPEN	Director of Admissions
Ijeoma Adams	Director of Student Finance
Melva Landrum	Director of Career Services
Jared Saxon	Librarian

FACULTY

Please see the Catalog Supplement for current information related to the faculty listing.

TUITION AND FEES

Students enrolled in 8+ credit hours will be charged a flat-term rate as set forth below. Students enrolled in less than 8 credit hours will be charged per credit and total tuition for a given quarter is determined by multiplying the number of credit hours for which the student is registered for and attends within the term by the then current tuition rate.

NUMBER OF CREDITS ENROLLED IN	CREDIT LOAD	COST PER CREDIT	COST PER QUARTER
16 and more	20	\$320.00	\$6,400.00
	19	\$336.84	\$6,400.00
	18	\$355.56	\$6,400.00
	17	\$376.47	\$6,400.00
	16	\$400.00	\$6,400.00
12-15	15	\$333.33	\$5,000.00
	14	\$357.14	\$5,000.00
	13	\$384.62	\$5,000.00
	12	\$416.67	\$5,000.00
8-11	11	\$436.36	\$4,800.00
	10	\$480.00	\$4,800.00
	9	\$533.33	\$4,800.00
	8	\$600.00	\$4,800.00
1-7	7	\$600.00	\$4,200.00
	6	\$600.00	\$3,600.00
	5	\$600.00	\$3,000.00
	4	\$600.00	\$2,400.00
	3	\$600.00	\$1,800.00
	2	\$600.00	\$1,200.00
	1	\$600.00	\$600.00

Note: For new and re-entering students who are enrolling in school at the mini-term, tuition is \$3,333.00. Thereafter, students are subject to the tiered quarterly tuition rate.

ARLINGTON

MODULE-BASED PROGRAMS	PROGRAM LENGTH	CREDITS	PROGRAM TUITION	ESTIMATED BOOKS AND EQUIPMENT	TOTAL (ESTIMATED)*
Electrical Technician	36 Weeks	59	\$17,264	\$2,563	\$19,827
Heating, Ventilation and Air Conditioning	36 Weeks	55	\$17,264	\$2,030	\$19,294
Medical Administrative Assistant	33 Weeks	48	\$16,640	\$1,859	\$18,499
Medical Assistant	41 Weeks	60	\$18,125	\$2,031	\$20,156
Medical Insurance Billing and Coding	33 Weeks	48	\$18,798	\$2,185	\$20,983
Pharmacy Technician	33 Weeks	48	\$16,780	\$1,068	\$17,848
QUARTER-BASED PROGRAMS*	PROGRAM LENGTH	CREDITS	PROGRAM TUITION	ESTIMATED BOOKS AND EQUIPMENT	TOTAL (ESTIMATED)
Accounting	24 months	96	\$38,400-\$57,600	\$5,204	\$43,604 - \$62,804
Business Administration	24 months	96	\$38,400-\$57,600	\$4,000	\$42,400 - \$61,600
Criminal Justice	24 months	96	\$38,400-\$57,600	\$3,500	\$41,900 - \$61,100

*Total final cost dependent upon enrollment status

DALLAS

MODULE-BASED PROGRAMS	PROGRAM LENGTH	CREDITS	PROGRAM TUITION	ESTIMATED BOOKS AND EQUIPMENT	TOTAL (ESTIMATED)*
Medical Administrative Assistant	33 Weeks	48	\$17,600	\$1,864	\$19,464
Medical Assistant	41 Weeks	60	\$19,938	\$2,036	\$21,974
Medical Insurance Billing and Coding	33 Weeks	48	\$18,798	\$2,133	\$20,931
QUARTER-BASED PROGRAMS*	PROGRAM LENGTH	CREDITS	PROGRAM TUITION	ESTIMATED BOOKS AND EQUIPMENT	TOTAL (ESTIMATED)
Accounting	24 months	96	\$38,400-\$57,600	\$5,204	\$43,604 - \$62,804
Business Administration	24 months	96	\$38,400-\$57,600	\$4,050	\$42,450 - \$61,650
Criminal Justice	24 months	96	\$38,400-\$57,600	\$4,050	\$42,450 - \$61,650
Paralegal	24 months	96	\$38,400-\$57,600	\$4,050	\$42,450 - \$61,650

*Total final cost dependent upon enrollment status

FORT WORTH

MODULE-BASED PROGRAMS	PROGRAM LENGTH	CREDITS	PROGRAM TUITION	ESTIMATED BOOKS AND EQUIPMENT	TOTAL (ESTIMATED)*
Dental Assistant	33 Weeks	48	\$17,135	\$1,031	\$18,166
Medical Administrative Assistant	33 Weeks	48	\$16,640	\$1,864	\$18,504
Medical Assistant	41 Weeks	60	\$18,125	\$2,036	\$20,161
Medical Insurance Billing and Coding	33 Weeks	48	\$18,798	\$2,133	\$20,931
QUARTER-BASED PROGRAMS	CREDITS	TUITION PER CREDIT HOUR	PROGRAM TUITION	ESTIMATED BOOKS AND EQUIPMENT	TOTAL (ESTIMATED)
Nursing	107	\$435	\$46,545	\$3,903	\$50,448
QUARTER-BASED PROGRAMS*	CREDITS	TUITION PER CREDIT HOUR	PROGRAM TUITION	ESTIMATED BOOKS AND EQUIPMENT	TOTAL (ESTIMATED)
Accounting	24 months	96	\$38,400-\$57,600	\$4,200	\$42,600 - \$61,800
Applied Management	24 months	96	\$38,400-\$57,600	\$2,800	\$41,200 - \$60,400
Business Administration	24 months	96	\$38,400-\$57,600	\$4,300	\$42,700 - \$61,900
Criminal Justice	24 months	96	\$38,400-\$57,600	\$3,000	\$41,400 - \$60,600
Paralegal	24 months	96	\$38,400-\$57,600	\$4,008	\$42,408 - \$61,608

*Total final cost dependent upon enrollment status

FORT WORTH SOUTH

MODULE-BASED PROGRAMS	PROGRAM LENGTH	CREDITS	PROGRAM TUITION	ESTIMATED BOOKS AND EQUIPMENT	TOTAL (ESTIMATED)*
Dental Assistant	33 Weeks	48	\$17,135	\$1,031	\$18,166
Medical Administrative Assistant	33 Weeks	48	\$16,640	\$1,864	\$18,504
Medical Assistant	41 Weeks	60	\$18,125	\$2,036	\$20,161
Medical Insurance Billing and Coding	33 Weeks	48	\$18,798	\$2,133	\$20,931
QUARTER-BASED PROGRAMS*	PROGRAM LENGTH	CREDITS	PROGRAM TUITION	ESTIMATED BOOKS AND EQUIPMENT	TOTAL (ESTIMATED)
Business Administration	24 months	96	\$38,400-\$57,600	\$4,300	\$42,700 - \$61,900
Criminal Justice	24 months	96	\$38,400-\$57,600	\$3,000	\$41,400 - \$60,600

*Total final cost dependent upon enrollment status

HOURS OF OPERATION

ADMINISTRATIVE HOURS

OFFICE	
Arlington	Monday - Thursday 8:00 a.m. – 8:00 p.m. Friday 8:00 a.m. – 5:00 p.m. Saturday 9:00 a.m. – 1:00 p.m.
Dallas	Monday - Thursday 8:00 a.m. – 8:00 p.m. Friday 8:00 a.m. – 5:00 p.m. Saturday 9:00am – 1:00pm
Fort Worth	Monday - Thursday 8:00 a.m. – 8:00 p.m. Friday 8:00 a.m. – 5:00 p.m. Saturday 9:00 a.m. – 1:00 p.m.
Fort Worth South	Monday - Thursday 8:00a.m. – 8:00 p.m. Friday 8:00 a.m. – 5:00 p.m. Saturday 9:00a.m – 1:00 p.m.

SCHEDULES FOR QUARTER-BASED PROGRAMS

Morning	Afternoon	Evening
8:00* – 8:50	1:00 - 1:50	6:00 - 6:50
9:00 - 9:50	2:00 - 2:50	7:00 - 7:50
10:10 - 11:00	3:10 - 4:00	8:10 - 9:00
11:10 - 12:00	4:10 – 5:00	9:10 - 10:00
12:00 - 12:50**	5:00 - 5:50**	10:00 - 10:50**
Breaks	Breaks	Breaks
8:50 – 9:00	1:50 – 2:00	6:50 – 7:00
9:50 – 10:10	2:50 – 3:10	7:50 – 8:10
11:00 – 11:10	4:00 – 4:10	9:00 – 9:10

*Dallas classes start at 8:30 a.m. Arlington classes start at 8:00 a.m. Fort Worth classes start at 6:00 a.m. and run until 11:00 p.m.

**Certain classes meet for five hours per week.

SCHEDULES FOR MODULAR PROGRAMS

Morning	Mid-Morning	Afternoon	Evening
6:00 - 6:50	10:00 – 10:50	2:00 – 2:50	6:00 - 6:50
7:00 – 7:50	11:00 – 11:50	3:00 – 3:50	7:00 – 7:50
8:10 – 9:00	12:10 – 1:00	4:10 – 5:00	8:10 – 9:00
9:10 -10:00	1:10 – 2:00	5:10 – 6:00	9:10 – 10:00
Breaks	Breaks	Breaks	Breaks
6:50 – 7:00	10:50 – 11:00	2:50 – 3:00	6:50 – 7:00
7:50 – 8:10	11:50 – 12:10	3:50 – 4:10	7:50 – 8:10
9:00 – 9:10	1:00 – 1:10	5:00 – 5:10	9:00 – 9:10

SCHEDULES FOR MODULAR PROGRAMS (WEEKEND ONLY)

All Programs SAT -SUN	Breaks:
8:00 - 8:50	8:50-9:00
9:00 - 9:50	9:50-10:00
10:00 – 12:00	12:00 – 1:10
1:10 – 1:50	1:50 – 2:00
2:00 – 2:50	2:50 – 3:00
3:00 – 3:50	3:50 – 4:00
4:00 – 4:50	4:50 – 5:00
5:00 – 6:00	

ACADEMIC CALENDARS

QUARTER-BASED PROGRAMS

FY 2014 Academic Calendar				
Summer Term Starts		July	15	2013
Summer Term Drop/Add Deadline		July	28	2013
Mini-Term Starts		August	26	2013
Mini-Term Drop/Add Deadline		September	1	2013
Labor Day Holiday		September	2	2013
Micro-Term Starts		September	16	2013
Summer Term Ends		October	6	2013
Fall Break	From:	October	7	2013
	To:	October	13	2013
Fall Term Start		October	14	2013
Fall Term Drop/Add Deadline		October	27	2013
Mini-Term Starts		November	25	2013
Thanksgiving Day Holiday	From:	November	28	2013
	To:	November	29	2013
Mini-Term Drop/Add Deadline		December	3	2013
Micro-Term Starts		December	16	2013
Winter Holiday	From:	December	23	2013
	To:	January	1	2014
Classes Resume		January	2	2014
Fall Term Ends		January	12	2014
Winter Term Starts		January	13	2014
M.L. King Jr. Birthday Holiday		January	20	2014
Winter Term Drop/Add Deadline		January	27	2014
Presidents' Day		February	17	2014
Mini-Term Starts		February	24	2014
Mini Term Drop/Add Deadline		March	2	2014
Micro-Term Starts		March	17	2014
Winter Term Ends		April	6	2014
Spring Vacation	From:	April	7	2014
	To:	April	13	2014
Spring Term Starts		April	14	2014
Spring Term Drop/Add Deadline		April	28	2014
Memorial Day Holiday		May	26	2014
Mini-Term Starts		May	27	2014
Mini Term Drop/Add Deadline		June	2	2014
Micro-Term Starts		June	16	2014
Independence Day Holiday		July	4	2014
Spring Term Ends		July	6	2014
Summer Vacation	From:	July	7	2014
	To:	July	13	2014

FY 2015 Academic Calendar				
Summer Term Starts		July	14	2014
Summer Term Drop/Add Deadline		July	27	2014
Mini-Term Starts		August	25	2014
Mini-Term Drop/Add Deadline		August	31	2014
Labor Day Holiday		September	1	2014
Micro-Term Starts		September	15	2014
Summer Term Ends		October	5	2014
Fall Break	From:	October	6	2014
	To:	October	12	2014
Fall Term Start		October	13	2014
Fall Term Drop/Add Deadline		October	26	2014
Mini-Term Starts		November	24	2014
Thanksgiving Day Holiday	From:	November	27	2014
	To:	November	28	2014
Mini-Term Drop/Add Deadline		December	2	2014
Micro-Term Starts		December	15	2014
Winter Holiday	From:	December	23	2014
	To:	January	2	2015
Classes Resume		January	3	2015
Fall Term Ends		January	11	2015
Winter Term Starts		January	12	2015
M.L. King Jr. Birthday Holiday		January	19	2015
Winter Term Drop/Add Deadline		January	26	2015
Presidents' Day		February	16	2015
Mini-Term Starts		February	23	2015
Mini Term Drop/Add Deadline		March	1	2015
Micro-Term Starts		March	16	2015
Winter Term Ends		April	5	2015
Spring Vacation	From:	April	6	2015
	To:	April	12	2015
Spring Term Starts		April	13	2015
Spring Term Drop/Add Deadline		April	26	2015
Memorial Day Holiday		May	25	2015
Mini-Term Starts		May	26	2015
Mini Term Drop/Add Deadline		June	1	2015
Micro-Term Starts		June	15	2015
Independence Day Holiday	From:	July	3	2015
	To:	July	4	2015
Spring Term Ends		July	5	2015
Summer Vacation	From:	July	6	2015
	To:	July	12	2015

FY16 Academic Calendar				
Summer Term Starts		July	13	2015
Summer Term Drop/Add Deadline		July	27	2015
Mini-Term Starts		August	24	2015
Mini-Term Drop/Add Deadline		August	31	2015
Labor Day Holiday		September	7	2015
Summer Term Ends		October	4	2015
Fall Break	From:	October	5	2015
	To:	October	11	2015
Fall Term Start		October	12	2015
Fall Term Drop/Add Deadline		October	26	2015
Mini-Term Starts		November	23	2015
Thanksgiving Day Holiday	From:	November	26	2015
	To:	November	29	2015
Mini-Term Drop/Add Deadline		December	2	2015
Winter Holiday	From:	December	24	2015
	To:	January	3	2016
Classes Resume		January	4	2016
Fall Term Ends		January	10	2016
Winter Term Starts		January	11	2016
M.L. King Jr. Birthday Holiday		January	18	2016
Winter Term Drop/Add Deadline		January	25	2016
Presidents' Day		February	15	2016
Mini-Term Starts		February	22	2016
Mini Term Drop/Add Deadline		February	29	2016
Winter Term Ends		April	3	2016
Spring Vacation	From:	April	4	2016
	To:	April	10	2016
Spring Term Starts		April	11	2016
Spring Term Drop/Add Deadline		April	25	2016
Memorial Day Holiday		May	30	2016
Mini-Term Starts		May	23	2016
Mini Term Drop/Add Deadline		May	31	2016
Spring Term Ends		July	3	2016
Independence Day Holiday		July	4	2016
Summer Vacation	From:	July	4	2016
	To:	July	10	2016

FY17 Academic Calendar				
Summer Term Starts		July	11	2016
Summer Term Drop/Add Deadline		July	25	2016
Mini-Term Starts		August	22	2016
Mini-Term Drop/Add Deadline		August	29	2016
Labor Day Holiday		September	5	2016
Summer Term Ends		October	2	2016
Fall Break	From:	October	3	2016
	To:	October	9	2016
Fall Term Start		October	10	2016
Fall Term Drop/Add Deadline		October	24	2016
Mini-Term Starts		November	21	2016
Thanksgiving Day Holiday	From:	November	24	2016
	To:	November	27	2016
Mini-Term Drop/Add Deadline		November	28	2016
Winter Holiday	From:	December	24	2016
	To:	January	1	2017
Classes Resume		January	2	2017
Fall Term Ends		January	8	2017
Winter Term Starts		January	9	2017
M.L. King Jr. Birthday Holiday		January	16	2017
Winter Term Drop/Add Deadline		January	23	2017
Presidents' Day		February	20	2017
Mini-Term Starts		February	21	2017
Mini Term Drop/Add Deadline		February	28	2017
Winter Term Ends		April	2	2017
Spring Vacation	From:	April	3	2017
	To:	April	9	2017
Spring Term Starts		April	10	2017
Spring Term Drop/Add Deadline		April	24	2017
Memorial Day Holiday		May	29	2017
Mini-Term Starts		May	22	2017
Mini Term Drop/Add Deadline		May	30	2017
Spring Term Ends		July	2	2017
Independence Day Holiday		July	4	2017
Summer Vacation	From:	July	3	2017
	To:	July	9	2017

MODULAR PROGRAMS

ALL CAMPUSES

Electrical Technician, Medical Administration Assistant, Medical Assistant, Heating, Ventilation and Air Conditioning, Pharmacy Technician, Medical Insurance Billing and Coding, Dental Assistant Mod Weekday All Shifts 2014 – 2015	
Start Dates	End Dates
1/28/2014	2/25/2014
2/26/2014	3/25/2014
3/27/2014	4/23/2014
4/25/2014	5/22/2014
5/27/2014	6/23/2014
6/25/2014	7/23/2014
7/25/2014	8/21/2014
8/25/2014	9/22/2014
9/23/2014	10/20/2014
10/22/2014	11/18/2014
11/19/2014	12/18/2014
12/19/2014	1/28/2015
1/29/2015	2/26/2015
2/27/2015	3/26/2015
3/30/2015	4/24/2015
4/27/2015	5/22/2015
5/26/2015	6/22/2015
6/24/2015	7/22/2015
7/24/2015	8/20/2015
8/24/2015	9/21/2015
9/22/2015	10/19/2015
10/21/2015	11/17/2015
11/18/2015	12/17/2015
12/18/2015	1/28/2016

Weekday Holiday and Student Break 2014 - 2015		
Holiday/Student Break	Start Dates	End Dates
Martin Luther King Day	1/20/2014	1/20/2014
Presidents Day	2/17/2014	2/17/2014
Student Break	3/26/2014	3/26/2014
Student Break	4/24/2014	4/24/2014
Student Break	5/23/2014	5/23/2014
Memorial Day	5/26/2014	5/26/2014
Student Break	6/24/2014	6/24/2014
Independence Day	7/4/2014	7/4/2014
Student Break	7/24/2014	7/24/2014
Student Break	8/22/2014	8/22/2014
Labor Day	9/1/2014	9/1/2014
Student Break	10/21/2014	10/21/2014
Thanksgiving Holiday	11/27/2014	11/28/2014
Christmas Break	12/24/2014	1/4/2015
Martin Luther King Day	1/19/2015	1/19/2015
Presidents Day	2/16/2015	2/16/2015
Student Break	3/27/2015	3/29/2015
Memorial Day	5/25/2015	5/25/2015
Student Break	6/23/2015	6/23/2015
Independence Day	7/3/2015	7/4/2015
Student Break	7/23/2015	7/23/2015
Student Break	8/21/2015	8/23/2015
Labor Day	9/7/2015	9/7/2015
Student Break	10/20/2015	10/20/2015
Thanksgiving Holiday	11/26/2015	11/27/2015
Christmas Break	12/23/2015	1/3/2016

DALLAS ONLY

Medical Insurance Billing and Coding, Medical Assistant, Medical Administrative Assistant Weekend 2014 – 2016	
Start Dates	End Dates
12/28/2013	1/19/2014
1/25/2014	2/16/2014
2/22/2014	3/16/2014
3/22/2014	4/13/2014
4/26/2014	5/18/2014
5/31/2014	6/22/2014
6/28/2014	7/27/2014
8/2/2014	8/24/2014
9/6/2014	9/28/2014
10/4/2014	10/26/2014
11/1/2014	11/23/2014
12/6/2014	1/4/2015
1/10/2015	2/1/2015
2/7/2015	3/1/2015
3/7/2015	3/29/2015
4/11/2015	5/3/2015
5/9/2015	6/7/2015
6/13/2015	7/12/2015
7/18/2015	8/9/2015
8/15/2015	9/13/2015
9/19/2015	10/11/2015
10/17/2015	11/8/2015
11/14/2015	12/13/2015
12/19/2015	1/17/2016
1/23/2016	2/14/2016
2/20/2016	3/13/2016
3/19/2016	4/17/2016
4/23/2016	5/15/2016
5/21/2016	6/19/2016
6/25/2016	7/24/2016
7/30/2016	8/21/2016
8/27/2016	9/25/2016
10/1/2016	10/23/2016
10/29/2016	11/20/2016
12/3/2016	1/8/2017

Holiday and Student Break Weekend 2014 - 2016		
Holiday/Student Break	Start Dates	End Dates
Easter Break	4/19/2014	4/20/2014
Memorial Day	5/24/2014	5/25/2014
Independence Day Weekend	7/5/2014	7/6/2014
Labor Day Weekend	8/30/2014	8/31/2014
Thanksgiving Holiday	11/29/2014	11/30/2014
Christmas Break	12/22/2014	1/2/2015
Easter Break	4/4/2015	4/5/2015
Memorial Day	5/23/2015	5/24/2015
Independence Day Weekend	7/4/2015	7/5/2015
Labor Day Weekend	9/5/2015	9/6/2015
Thanksgiving Holiday	11/28/2015	11/29/2015
Christmas Break	12/21/2015	1/1/2016
Easter Break	3/26/2016	3/27/2016
Memorial Day	5/28/2016	5/29/2016
Independence Day Weekend	7/2/2016	7/3/2016
Labor Day Weekend	9/3/2016	9/4/2016
Student Break	11/21/2016	12/2/2016
Christmas Break	12/19/2016	1/6/2017

ARLINGTON ONLY

Medical Assistant, Medical Administrative Assistant, Pharmacy Technician, Electrical Technician, Heating, Ventilation and Air-Conditioning Weekend 2014 – 2016	
Start Dates	End Dates
1/25/2014	2/16/2014
2/22/2014	3/16/2014
3/22/2014	4/13/2014
4/26/2014	5/18/2014
5/31/2014	6/22/2014
6/28/2014	7/27/2014
8/2/2014	8/24/2014
9/6/2014	9/28/2014
10/4/2014	10/26/2014
11/1/2014	11/23/2014
12/6/2014	1/4/2015
1/10/2015	2/1/2015
2/7/2015	3/1/2015
3/7/2015	3/29/2015
4/11/2015	5/3/2015
5/9/2015	6/7/2015
6/13/2015	7/12/2015
7/18/2015	8/9/2015
8/15/2015	9/13/2015
9/19/2015	10/11/2015
10/17/2015	11/8/2015
11/14/2015	12/13/2015
12/19/2015	1/17/2016
1/23/2016	2/14/2016
2/20/2016	3/13/2016
3/19/2016	4/17/2016
4/23/2016	5/15/2016
5/21/2016	6/19/2016
6/25/2016	7/24/2016
7/30/2016	8/21/2016
8/27/2016	9/25/2016
10/1/2016	10/23/2016
10/29/2016	11/20/2016
12/3/2016	1/8/2017

Holiday and Student Break Weekend 2014 - 2016		
Holiday/Student Break	Start Dates	End Dates
Easter Break	4/19/2014	4/20/2014
Memorial Day	5/24/2014	5/25/2014
Independence Day Weekend	7/5/2014	7/6/2014
Labor Day Weekend	8/30/2014	8/31/2014
Thanksgiving Holiday	11/29/2014	11/30/2014
Christmas Break	12/22/2014	1/2/2015
Easter Break	4/4/2015	4/5/2015
Memorial Day	5/23/2015	5/24/2015
Independence Day Weekend	7/4/2015	7/5/2015
Labor Day Weekend	9/5/2015	9/6/2015
Thanksgiving Holiday	11/28/2015	11/29/2015
Christmas Break	12/21/2015	1/1/2016
Easter Break	3/26/2016	3/27/2016
Memorial Day	5/28/2016	5/29/2016
Independence Day Weekend	7/2/2016	7/3/2016
Labor Day Weekend	9/3/2016	9/4/2016
Student Break	11/21/2016	12/2/2016
Christmas Break	12/19/2016	1/6/2017

APPENDIX A: PROGRAM DISCLOSURES

Everest College, Dallas

The following program disclosures are provided pursuant to federal law.

"Occupation" data reflects the type of occupations the program generally prepares students to enter. (For government data regarding occupations, please navigate to www.onetonline.org.) To the extent permitted under the standards of the applicable accrediting agency or state agency, the placement rates reported below may reflect students who completed the program and obtained employment in one of the occupations listed in the standard occupational titles below or other occupations that utilize the core skills taught in the program.

"On-Time Completion Rate" reflects the percent of graduates between July 1, 2012, and June 30, 2013, who completed their program within 100 percent of the normal time frame as described in the school catalog or enrollment agreement.

"Costs to Students" reflects the costs of the academic program for students completing the program on time, including tuition and fees, estimated books and supplies, and if applicable, room and board. Costs do not reflect potential increases and are current as of the publication date of this disclosure.

"Placement Rates" reflects the percent of graduates securing employment as calculated pursuant to the required calculation methodologies and time frames of the applicable state agencies, institutional accrediting agencies or programmatic accrediting agencies. Each agency has different criteria in determining what constitutes a placement, and these placements may or may not be listed in the standard occupations listed below. (For more information about calculations and time frames, refer to the descriptions at the end of this disclosure.)

"Median Loan Debt" reflects the median loan debt incurred by students who completed the program, between July 1, 2012, and June 30, 2013, including Title IV program loans, private educational loans and institutional financing plans.

Unless otherwise noted below, the data included in this disclosure are for the entire educational institution as defined by the Department of Education, which may include a number of individual campus locations (even in different states) and both online and physical delivery modalities. See footnotes for a list of the campuses included in the institution. In many cases, the on-time completion rate, the cost to students, the placement rate and the median loan debt may differ (often significantly) between these physical locations and delivery modalities. The data below reflect averages for all students in all locations and delivery modalities (or, in the case of program cost, the ranges of program costs) across all locations and delivery modalities.

Accounting (Associate)		
Occupation (Title, SOC Code)	Bookkeeping, Accounting, & Auditing Clerks	43-3031
	Tax Preparers	13-2082
Cost to Students		
Institutions	Tuition and Fees	\$18,891 to \$39,936
	Books and Supplies	\$3,715 to \$5,204
	Room and Board	N/A
Dallas Campus	Tuition and Fees	\$39,936.00
	Books and Supplies	\$5,204
	Room and Board	N/A
On-Time Completion Rate		23.08%
Placement Rates (See footnotes)		
Institutions	Institutional Accreditor	66.7% to 90%
	State	N/A
Dallas Campus	State	N/A
Median Loan Debt	Title IV Program Loans	\$23,428
	Private Education Loans	\$0
	Institutional Financing Plans	\$0

Business Administration (Associate)		
Occupation (Title, SOC Code)	First-Line Supervisors/Managers of Non-Retail Sales Workers	41-1012
	First-Line Supervisors/Managers of Retail Sales Workers	41-1011
	Managers	11-9199
	Sales & Related Workers	41-9099
	Sales Representatives, Services	41-3099
Cost to Students		
Institutions	Tuition and Fees	\$39,936
	Books and Supplies	\$3,946
	Room and Board	N/A
Dallas Campus	Tuition and Fees	\$39,936.00
	Books and Supplies	\$3,946.45
	Room and Board	N/A
On-Time Completion Rate		34.62%
Placement Rates (See footnotes)		
Institutions	Institutional Accreditor	57.9%
	State	51.3%
Dallas Campus	Institutional Accreditor	57.9%
	State	51.3%
Median Loan Debt	Title IV Program Loans	\$23,272
	Private Education Loans	\$0
	Institutional Financing Plans	\$0
Criminal Justice (Associate)		
Occupation (Title, SOC Code)	Community and Social Service Occupations	21-0000
	Probation Officers and Correctional Treatment Specialists	21-1092
	Security Officer/ Guards	33-9032
	Social and Human Service Assistants	21-1093
	Substance Abuse and Behavioral Disorder Counselors	21-1011
Cost to Students		
Institutions	Tuition and Fees	\$28,224 to \$39,936
	Books and Supplies	\$3,267 to \$3,886
	Room and Board	N/A
Dallas Campus	Tuition and Fees	\$39,936.00
	Books and Supplies	\$3,886.25
	Room and Board	N/A

Criminal Justice (Associate)		
On-Time Completion Rate		27.87%
Placement Rates(See footnotes)		
Institutions	Institutional Accreditor	44.7% to 50%
	State	38.5%
Dallas Campus	Institutional Accreditor	44.7%
	State	38.5%
Median Loan Debt	Title IV Program Loans	\$24,848
	Private Education Loans	\$0
	Institutional Financing Plans	\$0
Medical Administrative Assistant (Diploma)		
Occupation(Title, SOC Code)	Medical Assistants	31-9092
	Medical Secretaries	43-6013
Cost to Students		
Institutions	Tuition and Fees	\$16,000
	Books and Supplies	\$1,521
	Room and Board	N/A
Dallas Campus	Tuition and Fees	\$16,000.00
	Books and Supplies	\$1,521.00
	Room and Board	N/A
On-Time Completion Rate		5.26%
Placement Rates(See footnotes)		
Institutions	Institutional Accreditor	39.7%
	State	42.9%
Dallas Campus	Institutional Accreditor	39.7%
	State	42.9%
Median Loan Debt	Title IV Program Loans	N/A
	Private Education Loans	N/A
	Institutional Financing Plans	N/A
Medical Assistant (Diploma)		
Occupation(Title, SOC Code)	Medical Assistants	31-9092
Cost to Students		
Institutions	Tuition and Fees	\$15,697 to \$27,288
	Books and Supplies	\$1,472 to \$2,945
	Room and Board	N/A
Dallas Campus	Tuition and Fees	\$18,125.00

Medical Assistant (Diploma)		
	Books and Supplies	\$1,629.00
	Room and Board	N/A
On-Time Completion Rate		34.32%
Placement Rates(See footnotes)		
Institutions	Institutional Accreditor	32.5% to 63.6%
	Programmatic Accreditor	0%37.39%
	State	30.72% to 66.7%
Dallas Campus	Institutional Accreditor	46.8%
	Programmatic Accreditor	37.39%
	State	66.7%
Median Loan Debt	Title IV Program Loans	\$9,454
	Private Education Loans	\$1,695
	Institutional Financing Plans	\$0
Medical Insurance Billing and Coding (Diploma)		
Occupation(Title, SOC Code)	Medical Records and Health Information Technicians	29-2071
Cost to Students		
Institutions	Tuition and Fees	\$14,150 to \$18,798
	Books and Supplies	\$1,851 to \$2,012
	Room and Board	N/A
Dallas Campus	Tuition and Fees	\$18,798.00
	Books and Supplies	\$2,012.00
	Room and Board	N/A
On-Time Completion Rate		10.34%
Placement Rates(See footnotes)		
Institutions	Institutional Accreditor	39.2% to 62.5%
	State	38.4%
Dallas Campus	Institutional Accreditor	39.2%
	State	38.4%
Median Loan Debt	Title IV Program Loans	\$9,454
	Private Education Loans	\$2,264
	Institutional Financing Plans	\$0
Paralegal (Associate)		
Occupation(Title, SOC Code)	Legal Support Workers	23-2099
	Paralegals & Legal Assistants	23-2011
Cost to Students		

Paralegal (Associate)		
Institutions	Tuition and Fees	\$28,224 to \$39,936
	Books and Supplies	\$2,775 to \$3,671
	Room and Board	N/A
Dallas Campus	Tuition and Fees	\$39,936.00
	Books and Supplies	\$3,671.30
	Room and Board	N/A
On-Time Completion Rate		25%
Placement Rates(See footnotes)		
Institutions	Institutional Accreditor	57.1% to 61.1%
	State	27.8%
Dallas Campus	Institutional Accreditor	61.1%
	State	27.8%
Median Loan Debt	Title IV Program Loans	\$24,328
	Private Education Loans	\$0
	Institutional Financing Plans	\$0

Footnotes:

Institutional Accreditor - ACICS uses the following formula to calculate placement for accredited institutions: placed in a field of study plus placed in a field related to study divided by the number of graduates and completers minus those unavailable for work. Placed in a field of study involves the direct use of the skills taught in the program. Placed in a field related to study involves an indirect use of the skills taught in the program. Time Frame: July 1, 2010 through June 30, 2011.

Programmatic Accreditor - ABHES uses the following formula to calculate placement for accredited institutions: graduates placed in a field of study plus placed in a field related to study divided by the number of graduates and completers minus those unavailable for work. Time Frame: July 1, 2009 through June 30, 2010.

State - Texas Workforce Commission calculation for placement rate: number of graduates placed divided by total graduates less exemptions (students continuing their education, in military service, incarcerated or deceased). Time Frame: September 1, 2010 through August 31, 2011.

Placement Rate N/A - There is no data to disclose because this program is too new or is not required to be calculated.

Median Load Debt N/A - Per Education Department guidance, data not provided due to fewer than ten completers or program is too new.

This Institution Includes:

- Everest College, Dallas
- Everest College, Portland
- Everest College, Vancouver (Suite 130)
- Everest Institute, Silver Spring

Everest College, Fort Worth

The following program disclosures are provided pursuant to federal law.

"Occupation" data reflects the type of occupations the program generally prepares students to enter. (For government data regarding occupations, please navigate to www.onetonline.org.) To the extent permitted under the standards of the applicable accrediting agency or state agency, the placement rates reported below may reflect students who completed the program and obtained employment in one of the occupations listed in the standard occupational titles below or other occupations that utilize the core skills taught in the program.

"On-Time Completion Rate" reflects the percent of graduates between July 1, 2012, and June 30, 2013, who completed their program within 100 percent of the normal time frame as described in the school catalog or enrollment agreement.

"Costs to Students" reflects the costs of the academic program for students completing the program on time, including tuition and fees, estimated books and supplies, and if applicable, room and board. Costs do not reflect potential increases and are current as of the publication date of this disclosure.

"Placement Rates" reflects the percent of graduates securing employment as calculated pursuant to the required calculation methodologies and time frames of the applicable state agencies, institutional accrediting agencies or programmatic accrediting agencies. Each agency has different criteria in determining what constitutes a placement, and these placements may or may not be listed in the standard occupations listed below. (For more information about calculations and time frames, refer to the descriptions at the end of this disclosure.)

"Median Loan Debt" reflects the median loan debt incurred by students who completed the program, between July 1, 2012, and June 30, 2013, including Title IV program loans, private educational loans and institutional financing plans.

Unless otherwise noted below, the data included in this disclosure are for the entire educational institution as defined by the Department of Education, which may include a number of individual campus locations (even in different states) and both online and physical delivery modalities. See footnotes for a list of the campuses included in the institution. In many cases, the on-time completion rate, the cost to students, the placement rate and the median loan debt may differ (often significantly) between these physical locations and delivery modalities. The data below reflect averages for all students in all locations and delivery modalities (or, in the case of program cost, the ranges of program costs) across all locations and delivery modalities.

Accounting (Associate)		
Occupation (Title, SOC Code)	Bookkeeping, Accounting, & Auditing Clerks	43-3031
	Tax Preparers	13-2082
Cost to Students		
Institutions	Tuition and Fees	\$39,936
	Books and Supplies	\$5,032
	Room and Board	N/A
Fort Worth Campus	Tuition and Fees	\$39,936.00
	Books and Supplies	\$5,032.06
	Room and Board	N/A
On-Time Completion Rate		25%
Placement Rates (See footnotes)		
Institutions	Institutional Accreditor	N/A
	State	N/A
Fort Worth Campus	Institutional Accreditor	N/A
	State	N/A
Median Loan Debt	Title IV Program Loans	N/A
	Private Education Loans	N/A

Accounting (Associate)		
	Institutional Financing Plans	N/A
Applied Management (Associate)		
Occupation (Title, SOC Code)	Business Operations Specialists	13-1199
	Managers	11-9199
Cost to Students		
Institutions	Tuition and Fees	\$39,936
	Books and Supplies	\$3,316
	Room and Board	N/A
Fort Worth Campus	Tuition and Fees	\$39,936.00
	Books and Supplies	\$3,315.62
	Room and Board	N/A
On-Time Completion Rate		N/A
Placement Rates (See footnotes)		
Institutions	Institutional Accreditor	75%
	State	75%
Fort Worth Campus	Institutional Accreditor	75%
	State	75%
Median Loan Debt		
	Title IV Program Loans	\$22,646
	Private Education Loans	\$0
	Institutional Financing Plans	\$0
Business Administration (Associate)		
Occupation (Title, SOC Code)	First-Line Supervisors/Managers of Non-Retail Sales Workers	41-1012
	First-Line Supervisors/Managers of Retail Sales Workers	41-1011
	Managers	11-9199
	Sales & Related Workers	41-9099
	Sales Representatives, Services	41-3099
Cost to Students		
Institutions	Tuition and Fees	\$29,952 to \$38,976
	Books and Supplies	\$3,200 to \$4,909
	Room and Board	N/A
Fort Worth Campus	Tuition and Fees	\$29,952.00
	Books and Supplies	\$4,909.03
	Room and Board	N/A
On-Time Completion Rate		37.5%

Business Administration (Associate)		
Placement Rates(See footnotes)		
Institutions	Institutional Accreditor	66.7% to 100%
	State	60%
Fort Worth Campus	Institutional Accreditor	66.7%
	State	60%
Median Loan Debt		
	Title IV Program Loans	\$22,646
	Private Education Loans	\$0
	Institutional Financing Plans	\$0
Criminal Justice (Associate)		
Occupation(Title, SOC Code)		
	Community and Social Service Occupations	21-0000
	Probation Officers and Correctional Treatment Specialists	21-1092
	Security Officer/ Guards	33-9032
	Social and Human Service Assistants	21-1093
	Substance Abuse and Behavioral Disorder Counselors	21-1011
Cost to Students		
Institutions	Tuition and Fees	\$39,360 to \$39,936
	Books and Supplies	\$3,200 to \$4,115
	Room and Board	N/A
Fort Worth Campus	Tuition and Fees	\$39,936.00
	Books and Supplies	\$4,114.57
	Room and Board	N/A
On-Time Completion Rate		44%
Placement Rates(See footnotes)		
Institutions	Institutional Accreditor	33.3% to 100%
	State	66.7%
Fort Worth Campus	Institutional Accreditor	100%
	State	66.7%
Median Loan Debt		
	Title IV Program Loans	N/A
	Private Education Loans	N/A
	Institutional Financing Plans	N/A
Dental Assistant (Diploma)		
Occupation(Title, SOC Code)		
	Dental Assistants	31-9091
Cost to Students		
Institutions	Tuition and Fees	\$16,476
	Books and Supplies	\$930

Dental Assistant (Diploma)		
	Room and Board	N/A
Fort Worth Campus	Tuition and Fees	\$16,476.00
	Books and Supplies	\$930.00
	Room and Board	N/A
On-Time Completion Rate		53.33%
Placement Rates(See footnotes)		
Institutions	Institutional Accreditor	59.6%
	State	63%
Fort Worth Campus	Institutional Accreditor	59.6%
	State	63%
Median Loan Debt	Title IV Program Loans	\$9,454
	Private Education Loans	\$1,778
	Institutional Financing Plans	\$0
Medical Administrative Assistant (Diploma)		
Occupation(Title, SOC Code)	Medical Assistants	31-9092
	Medical Secretaries	43-6013
Cost to Students		
Institutions	Tuition and Fees	\$16,000 to \$16,702
	Books and Supplies	\$1,421 to \$1,452
	Room and Board	N/A
Fort Worth Campus	Tuition and Fees	\$16,000.00
	Books and Supplies	\$1,452.00
	Room and Board	N/A
On-Time Completion Rate		35.56%
Placement Rates(See footnotes)		
Institutions	Institutional Accreditor	48.2% to 65%
	State	61.5%
Fort Worth Campus	Institutional Accreditor	48.2%
	State	61.5%
Median Loan Debt	Title IV Program Loans	\$9,454
	Private Education Loans	\$1,891
	Institutional Financing Plans	\$0
Medical Assistant (Diploma)		
Occupation(Title, SOC Code)	Medical Assistants	31-9092
Cost to Students		

Medical Assistant (Diploma)		
Institutions	Tuition and Fees	\$16,702 to \$18,125
	Books and Supplies	\$1,428 to \$1,629
	Room and Board	N/A
Fort Worth Campus	Tuition and Fees	\$18,125.00
	Books and Supplies	\$1,629.00
	Room and Board	N/A
On-Time Completion Rate		33.62%
Placement Rates(See footnotes)		
Institutions	Institutional Accreditor	47.2% to 65.4%
	Programmatic Accreditor	60.63%
	State	59.9%
Fort Worth Campus	Institutional Accreditor	47.2%
	State	59.9%
Median Loan Debt	Title IV Program Loans	\$9,454
	Private Education Loans	\$2,264
	Institutional Financing Plans	\$0
Medical Insurance Billing and Coding (Diploma)		
Occupation(Title, SOC Code)	Medical Records and Health Information Technicians	29-2071
Cost to Students		
Institutions	Tuition and Fees	\$16,801 to \$18,798
	Books and Supplies	\$1,978 to \$2,012
	Room and Board	N/A
Fort Worth Campus	Tuition and Fees	\$18,798.00
	Books and Supplies	\$2,012.00
	Room and Board	N/A
On-Time Completion Rate		12.9%
Placement Rates(See footnotes)		
Institutions	Institutional Accreditor	53.5% to 56.3%
	State	63.6%
Fort Worth Campus	Institutional Accreditor	53.5%
	State	63.6%
Median Loan Debt	Title IV Program Loans	\$9,454
	Private Education Loans	\$2,758
	Institutional Financing Plans	\$0
Nursing (Associate)		

Nursing (Associate)		
Occupation (Title, SOC Code)	Registered Nurses	29-1111
Cost to Students		
Institutions	Tuition and Fees	\$46,545
	Books and Supplies	\$4,390
	Room and Board	N/A
Fort Worth Campus	Tuition and Fees	\$46,545
	Books and Supplies	\$4,390
	Room and Board	N/A
On-Time Completion Rate		N/A
Placement Rates (See footnotes)		
Institutions	Institutional Accreditor	N/A
	State	N/A
Fort Worth Campus	Institutional Accreditor	N/A
	State	N/A
Median Loan Debt	Title IV Program Loans	N/A
	Private Education Loans	N/A
	Institutional Financing Plans	N/A
Paralegal (Associate)		
Occupation (Title, SOC Code)	Legal Support Workers	23-2099
	Paralegals & Legal Assistants	23-2011
Cost to Students		
Institutions	Tuition and Fees	\$39,936 to \$44,064
	Books and Supplies	\$3,200 to \$4,538
	Room and Board	N/A
Fort Worth Campus	Tuition and Fees	\$39,936.00
	Books and Supplies	\$4,537.82
	Room and Board	N/A
On-Time Completion Rate		57.89%
Placement Rates (See footnotes)		
Institutions	Institutional Accreditor	44.4% to 71.4%
	State	44.4%
Fort Worth Campus	Institutional Accreditor	44.4%
	State	44.4%
Median Loan Debt	Title IV Program Loans	\$24,675
	Private Education Loans	\$0

Paralegal (Associate)		
	Institutional Financing Plans	\$0

Footnotes:

Institutional Accreditor - ACICS uses the following formula to calculate placement for accredited institutions: placed in a field of study plus placed in a field related to study divided by the number of graduates and completers minus those unavailable for work. Placed in a field of study involves the direct use of the skills taught in the program. Placed in a field related to study involves an indirect use of the skills taught in the program. Time Frame: July 1, 2010 through June 30, 2011.

Programmatic Accreditor - CAAHEP/MAERB uses the following formula to calculate placement for accredited institutions: number of graduates employed full or part-time in a related field, as well as those continuing their education or serving in the military, divided by number of graduates. Time Frame: July 1, 2009 through June 30, 2010.

State - Texas Workforce Commission calculation for placement rate: number of graduates placed divided by total graduates less exemptions (students continuing their education, in military service, incarcerated or deceased). Time Frame: September 1, 2010 through August 31, 2011.

Placement Rate N/A - There is no data to disclose because this program is too new or is not required to be calculated.

On-Time Completion N/A - Per Education Department guidance, data not provided due to fewer than ten completers or program is too new.

Median Load Debt N/A - Per Education Department guidance, data not provided due to fewer than ten completers or program is too new.

This Institution Includes:

- Everest College, Fort Worth
- Everest College, Salt Lake City

Everest College, Arlington (Mid-Cities)

The following program disclosures are provided pursuant to federal law.

"Occupation" data reflects the type of occupations the program generally prepares students to enter. (For government data regarding occupations, please navigate to www.onetonline.org.) To the extent permitted under the standards of the applicable accrediting agency or state agency, the placement rates reported below may reflect students who completed the program and obtained employment in one of the occupations listed in the standard occupational titles below or other occupations that utilize the core skills taught in the program.

"On-Time Completion Rate" reflects the percent of graduates between July 1, 2012, and June 30, 2013, who completed their program within 100 percent of the normal time frame as described in the school catalog or enrollment agreement.

"Costs to Students" reflects the costs of the academic program for students completing the program on time, including tuition and fees, estimated books and supplies, and if applicable, room and board. Costs do not reflect potential increases and are current as of the publication date of this disclosure.

"Placement Rates" reflects the percent of graduates securing employment as calculated pursuant to the required calculation methodologies and time frames of the applicable state agencies, institutional accrediting agencies or programmatic accrediting agencies. Each agency has different criteria in determining what constitutes a placement, and these placements may or may not be listed in the standard occupations listed below. (For more information about calculations and time frames, refer to the descriptions at the end of this disclosure.)

"Median Loan Debt" reflects the median loan debt incurred by students who completed the program, between July 1, 2012, and June 30, 2013, including Title IV program loans, private educational loans and institutional financing plans.

Unless otherwise noted below, the data included in this disclosure are for the entire educational institution as defined by the Department of Education, which may include a number of individual campus locations (even in different states) and both online and physical delivery modalities. See footnotes for a list of the campuses included in the institution. In many cases, the on-time completion rate, the cost to students, the placement rate and the median loan debt may differ (often significantly) between these physical locations and delivery modalities. The data below reflect averages for all students in all locations and delivery modalities (or, in the case of program cost, the ranges of program costs) across all locations and delivery modalities.

Accounting (Associate)		
Occupation (Title, SOC Code)	Bookkeeping, Accounting, & Auditing Clerks	43-3031
	Tax Preparers	13-2082
Cost to Students		
Institutions	Tuition and Fees	\$33,984 to \$39,936
	Books and Supplies	\$4,830 to \$5,204
	Room and Board	N/A
Arlington (Mid-Cities) Campus	Tuition and Fees	\$39,936
	Books and Supplies	\$5,204
	Room and Board	N/A
On-Time Completion Rate		28.57%
Placement Rates (See footnotes)		
Institutions	Institutional Accreditor	71.4%
	State	N/A
Arlington (Mid-Cities) Campus	State	N/A
Median Loan Debt	Title IV Program Loans	\$26,436
	Private Education Loans	\$0
	Institutional Financing Plans	\$0

Business Administration (Associate)		
Occupation (Title, SOC Code)	First-Line Supervisors/Managers of Non-Retail Sales Workers	41-1012
	First-Line Supervisors/Managers of Retail Sales Workers	41-1011
	Managers	11-9199
	Sales & Related Workers	41-9099
	Sales Representatives, Services	41-3099
Cost to Students		
Institutions	Tuition and Fees	\$39,936
	Books and Supplies	\$4,481
	Room and Board	N/A
Arlington (Mid-Cities) Campus	Tuition and Fees	\$39,936.00
	Books and Supplies	\$4,481.25
	Room and Board	N/A
On-Time Completion Rate		64.71%
Placement Rates (See footnotes)		
Institutions	Institutional Accreditor	35.3%
	State	25%
Arlington (Mid-Cities) Campus	Institutional Accreditor	35.3%
	State	25%
Median Loan Debt	Title IV Program Loans	\$23,000
	Private Education Loans	\$0
	Institutional Financing Plans	\$0
Criminal Justice (Associate)		
Occupation (Title, SOC Code)	Community and Social Service Occupations	21-0000
	Probation Officers and Correctional Treatment Specialists	21-1092
	Security Officer/ Guards	33-9032
	Social and Human Service Assistants	21-1093
	Substance Abuse and Behavioral Disorder Counselors	21-1011
Cost to Students		
Institutions	Tuition and Fees	\$33,984 to \$39,936
	Books and Supplies	\$3,931 to \$4,242
	Room and Board	N/A
Arlington (Mid-Cities) Campus	Tuition and Fees	\$39,936.00
	Books and Supplies	\$4,241.68
	Room and Board	N/A
On-Time Completion Rate		44.23%

Criminal Justice (Associate)		
Placement Rates (See footnotes)		
Institutions	Institutional Accreditor	17.4% to 75.8%
	State	21.7%
Arlington (Mid-Cities) Campus	Institutional Accreditor	17.4%
	State	21.7%
Median Loan Debt	Title IV Program Loans	\$22,516
	Private Education Loans	\$0
	Institutional Financing Plans	\$0
Electrician (Diploma)		
Occupation (Title, SOC Code)	Electricians	47-2111
	Electricians Helpers	47-3013
Cost to Students		
Institutions	Tuition and Fees	\$16,600
	Books and Supplies	\$2,477
	Room and Board	N/A
Arlington (Mid-Cities) Campus	Tuition and Fees	\$16,600.00
	Books and Supplies	\$2,477.00
	Room and Board	N/A
On-Time Completion Rate		76.92%
Placement Rates (See footnotes)		
Institutions	Institutional Accreditor	28.6%
	State	63.6%
Arlington (Mid-Cities) Campus	Institutional Accreditor	28.6%
	State	63.6%
Median Loan Debt	Title IV Program Loans	N/A
	Private Education Loans	N/A
	Institutional Financing Plans	N/A
Heating, Ventilation and Air Conditioning (Diploma)		
Occupation (Title, SOC Code)	Heating, Air Conditioning, & Refrigeration Mechanics & Installers	49-9021
Cost to Students		
Institutions	Tuition and Fees	\$16,600
	Books and Supplies	\$2,049
	Room and Board	N/A
Arlington (Mid-Cities) Campus	Tuition and Fees	\$16,600.00

Heating, Ventilation and Air Conditioning (Diploma)		
	Books and Supplies	\$2,049.00
	Room and Board	N/A
On-Time Completion Rate		81.52%
Placement Rates(See footnotes)		
Institutions	Institutional Accreditor	46.7%
	State	57.1%
Arlington (Mid-Cities) Campus	Institutional Accreditor	46.7%
	State	57.1%
Median Loan Debt	Title IV Program Loans	N/A
	Private Education Loans	N/A
	Institutional Financing Plans	N/A
Medical Administrative Assistant (Diploma)		
Occupation(Title, SOC Code)	Medical Assistants	31-9092
	Medical Secretaries	43-6013
Cost to Students		
Institutions	Tuition and Fees	\$16,000
	Books and Supplies	\$1,518
	Room and Board	N/A
Arlington (Mid-Cities) Campus	Tuition and Fees	\$16,000.00
	Books and Supplies	\$1,518.00
	Room and Board	N/A
On-Time Completion Rate		34.69%
Placement Rates(See footnotes)		
Institutions	Institutional Accreditor	60%
	State	64.3%
Arlington (Mid-Cities) Campus	Institutional Accreditor	60%
	State	64.3%
Median Loan Debt	Title IV Program Loans	N/A
	Private Education Loans	N/A
	Institutional Financing Plans	N/A
Medical Assistant (Diploma)		
Occupation(Title, SOC Code)	Medical Assistants	31-9092
Cost to Students		
Institutions	Tuition and Fees	\$18,125
	Books and Supplies	\$1,626

Medical Assistant (Diploma)		
	Room and Board	N/A
Arlington (Mid-Cities) Campus	Tuition and Fees	\$18,125.00
	Books and Supplies	\$1,626.00
	Room and Board	N/A
On-Time Completion Rate		37.37%
Placement Rates(See footnotes)		
Institutions	Institutional Accreditor	42.6%
	Programmatic Accreditor	53.83%
	State	47.9%
Arlington (Mid-Cities) Campus	Institutional Accreditor	42.6%
	Programmatic Accreditor	53.83%
	State	47.9%
Median Loan Debt	Title IV Program Loans	\$9,454
	Private Education Loans	\$1,470
	Institutional Financing Plans	\$0
Medical Insurance Billing and Coding (Diploma)		
Occupation(Title, SOC Code)	Medical Records and Health Information Technicians	29-2071
Cost to Students		
Institutions	Tuition and Fees	\$18,798
	Books and Supplies	\$2,007
	Room and Board	N/A
Arlington (Mid-Cities) Campus	Tuition and Fees	\$18,798.00
	Books and Supplies	\$2,007.00
	Room and Board	N/A
On-Time Completion Rate		20%
Placement Rates(See footnotes)		
Institutions	Institutional Accreditor	49.3%
	State	60.8%
Arlington (Mid-Cities) Campus	Institutional Accreditor	49.3%
	State	60.8%
Median Loan Debt	Title IV Program Loans	\$9,454
	Private Education Loans	\$1,470
	Institutional Financing Plans	\$0
Pharmacy Technician (Diploma)		
Occupation(Title, SOC Code)	Pharmacy Technicians	29-2052

Pharmacy Technician (Diploma)		
Cost to Students		
Institutions	Tuition and Fees	\$16,780
	Books and Supplies	\$931
	Room and Board	N/A
Arlington (Mid-Cities) Campus	Tuition and Fees	\$16,780.00
	Books and Supplies	\$931.00
	Room and Board	N/A
On-Time Completion Rate		23.64%
Placement Rates(See footnotes)		
Institutions	Institutional Accrerator	42%
	State	36.4%
Arlington (Mid-Cities) Campus	Institutional Accrerator	42%
	State	36.4%
Median Loan Debt	Title IV Program Loans	\$9,454
	Private Education Loans	\$850
	Institutional Financing Plans	\$0

Footnotes:

Institutional Accrerator - ACICS uses the following formula to calculate placement for accredited institutions: placed in a field of study plus placed in a field related to study divided by the number of graduates and completers minus those unavailable for work. Placed in a field of study involves the direct use of the skills taught in the program. Placed in a field related to study involves an indirect use of the skills taught in the program. Time Frame: July 1, 2010 through June 30, 2011.

Programmatic Accrerator - ABHES uses the following formula to calculate placement for accredited institutions: graduates placed in a field of study plus placed in a field related to study divided by the number of graduates and completers minus those unavailable for work. Time Frame: July 1, 2009 through June 30, 2010.

State - Texas Workforce Commission calculation for placement rate: number of graduates placed divided by total graduates less exemptions (students continuing their education, in military service, incarcerated or deceased). Time Frame: September 1, 2010 through August 31, 2011.

Placement Rate N/A - There is no data to disclose because this program is too new or is not required to be calculated.

Median Load Debt N/A - Per Education Department guidance, data not provided due to fewer than ten completers or program is too new.

This Institution Includes:

Everest College, Arlington (Mid-Cities)
Everest Institute, Rochester

Everest College, Fort Worth South

The following program disclosures are provided pursuant to federal law.

"Occupation" data reflects the type of occupations the program generally prepares students to enter. (For government data regarding occupations, please navigate to www.onetonline.org.) To the extent permitted under the standards of the applicable accrediting agency or state agency, the placement rates reported below may reflect students who completed the program and obtained employment in one of the occupations listed in the standard occupational titles below or other occupations that utilize the core skills taught in the program.

"On-Time Completion Rate" reflects the percent of graduates between July 1, 2012, and June 30, 2013, who completed their program within 100 percent of the normal time frame as described in the school catalog or enrollment agreement.

"Costs to Students" reflects the costs of the academic program for students completing the program on time, including tuition and fees, estimated books and supplies, and if applicable, room and board. Costs do not reflect potential increases and are current as of the publication date of this disclosure.

"Placement Rates" reflects the percent of graduates securing employment as calculated pursuant to the required calculation methodologies and time frames of the applicable state agencies, institutional accrediting agencies or programmatic accrediting agencies. Each agency has different criteria in determining what constitutes a placement, and these placements may or may not be listed in the standard occupations listed below. (For more information about calculations and time frames, refer to the descriptions at the end of this disclosure.)

"Median Loan Debt" reflects the median loan debt incurred by students who completed the program, between July 1, 2012, and June 30, 2013, including Title IV program loans, private educational loans and institutional financing plans.

Unless otherwise noted below, the data included in this disclosure are for the entire educational institution as defined by the Department of Education, which may include a number of individual campus locations (even in different states) and both online and physical delivery modalities. See footnotes for a list of the campuses included in the institution. In many cases, the on-time completion rate, the cost to students, the placement rate and the median loan debt may differ (often significantly) between these physical locations and delivery modalities. The data below reflect averages for all students in all locations and delivery modalities (or, in the case of program cost, the ranges of program costs) across all locations and delivery modalities.

Business (Associate)		
Occupation (Title, SOC Code)	First-Line Supervisors/Managers of Non-Retail Sales Workers	41-1012
	First-Line Supervisors/Managers of Retail Sales Workers	41-1011
	Managers	11-9199
	Sales & Related Workers	41-9099
	Sales Representatives, Services	41-3099
Cost to Students		
Institutions	Tuition and Fees	\$37,440 to \$39,936
	Books and Supplies	\$3,880 to \$3,989
	Room and Board	N/A
Fort Worth South Campus	Tuition and Fees	\$39,936.00
	Books and Supplies	\$3,988.68
	Room and Board	N/A
On-Time Completion Rate		25%
Placement Rates (See footnotes)		
Institutions	Institutional Accreditor	91.7%
	State	N/A
Fort Worth South Campus	Institutional Accreditor	N/A
	State	N/A

Business (Associate)		
Median Loan Debt	Title IV Program Loans	\$29,003
	Private Education Loans	\$0
	Institutional Financing Plans	\$0
Criminal Justice (Associate)		
Occupation (Title, SOC Code)	Community and Social Service Occupations	21-0000
	Probation Officers and Correctional Treatment Specialists	21-1092
	Security Officer/ Guards	33-9032
	Social and Human Service Assistants	21-1093
	Substance Abuse and Behavioral Disorder Counselors	21-1011
Cost to Students		
Institutions	Tuition and Fees	\$37,440 to \$39,936
	Books and Supplies	\$2,800 to \$4,017
	Room and Board	N/A
Fort Worth South Campus	Tuition and Fees	\$39,936.00
	Books and Supplies	\$4,016.72
	Room and Board	N/A
On-Time Completion Rate		40%
Placement Rates (See footnotes)		
Institutions	Institutional Accrerator	44.4% to 50%
	State	N/A
Fort Worth South Campus	Institutional Accrerator	N/A
	State	N/A
Median Loan Debt	Title IV Program Loans	\$25,782
	Private Education Loans	\$0
	Institutional Financing Plans	\$0
Dental Assistant (Diploma)		
Occupation (Title, SOC Code)	Dental Assistants	31-9091
Cost to Students		
Institutions	Tuition and Fees	\$13,816 to \$16,476
	Books and Supplies	\$914 to \$930
	Room and Board	N/A
Fort Worth South Campus	Tuition and Fees	\$16,476.00
	Books and Supplies	\$930.00
	Room and Board	N/A
On-Time Completion Rate		25.88%

Dental Assistant (Diploma)		
Placement Rates(See footnotes)		
Institutions	Institutional Accreditor	64.8% to 66.7%
	State	52.4%
Fort Worth South Campus	Institutional Accreditor	66.7%
	State	52.4%
Median Loan Debt	Title IV Program Loans	N/A
	Private Education Loans	N/A
	Institutional Financing Plans	N/A
Medical Administrative Assistant (Diploma)		
Occupation(Title, SOC Code)	Medical Assistants	31-9092
	Medical Secretaries	43-6013
Cost to Students		
Institutions	Tuition and Fees	\$14,483 to \$16,937
	Books and Supplies	\$1,388 to \$1,521
	Room and Board	N/A
Fort Worth South Campus	Tuition and Fees	\$16,000.00
	Books and Supplies	\$1,521.00
	Room and Board	N/A
On-Time Completion Rate		31.37%
Placement Rates(See footnotes)		
Institutions	Institutional Accreditor	46.7% to 57.1%
	State	57.9%
Fort Worth South Campus	Institutional Accreditor	57.1%
	State	57.9%
Median Loan Debt	Title IV Program Loans	\$9,454
	Private Education Loans	\$2,458
	Institutional Financing Plans	\$0
Medical Assistant (Diploma)		
Occupation(Title, SOC Code)	Medical Assistants	31-9092
Cost to Students		
Institutions	Tuition and Fees	\$16,000 to \$21,388
	Books and Supplies	\$1,311 to \$1,629
	Room and Board	N/A
Fort Worth South Campus	Tuition and Fees	\$18,125.00
	Books and Supplies	\$1,629.00

Medical Assistant (Diploma)		
	Room and Board	N/A
On-Time Completion Rate		32.92%
Placement Rates(See footnotes)		
Institutions	Institutional Accreditor	38.8% to 42.3%
	Programmatic Accreditor	39.13% to 66.96%
	State	47.7%
Fort Worth South Campus	Institutional Accreditor	39.6%
	Programmatic Accreditor	41.6%
	State	47.7%
Median Loan Debt	Title IV Program Loans	\$10,631
	Private Education Loans	\$2,606
	Institutional Financing Plans	\$0
Medical Insurance Billing and Coding (Diploma)		
Occupation(Title, SOC Code)	Medical Records and Health Information Technicians	29-2071
Cost to Students		
Institutions	Tuition and Fees	\$16,000 to \$18,798
	Books and Supplies	\$1,837 to \$2,012
	Room and Board	N/A
Fort Worth South Campus	Tuition and Fees	\$18,798.00
	Books and Supplies	\$2,012.00
	Room and Board	N/A
On-Time Completion Rate		31.03%
Placement Rates(See footnotes)		
Institutions	Institutional Accreditor	43.8% to 69.2%
	State	57.1%
Fort Worth South Campus	Institutional Accreditor	50.9%
	State	57.1%
Median Loan Debt	Title IV Program Loans	\$9,454
	Private Education Loans	\$3,476
	Institutional Financing Plans	\$0

Footnotes:

Institutional Accreditor - ACICS uses the following formula to calculate placement for accredited institutions: placed in a field of study plus placed in a field related to study divided by the number of graduates and completers minus those unavailable for work. Placed in a field of study involves the direct use of the skills taught in the program. Placed in a field related to study involves an indirect use of the skills taught in the program. Time Frame: July 1, 2010 through June 30, 2011.

Programmatic Accreditor - ABHES uses the following formula to calculate placement for accredited institutions: graduates placed in a field of study plus placed in a field related to study divided by the number of graduates and completers minus those unavailable for work. Time Frame: July 1, 2009 through June 30, 2010.

Programmatic Accreditor - CAAHEP/MAERB uses the following formula to calculate placement for accredited institutions: number of graduates employed full or part-time in a related field, as well as those continuing their education or serving in the military, divided by number of graduates. Time Frame: July 1, 2009 through June 30, 2010.

State - California Bureau for Private Postsecondary Education (BPPE) calculation for placement rate: number of graduates employed in the field divided by the number of graduates available for employment for each program that is either (1) designed, or advertised, to lead to a particular career, or (2) advertised or promoted with any claim regarding job placement. Time Frame: January 1, 2010 through December 31, 2010.

State - Texas Workforce Commission calculation for placement rate: number of graduates placed divided by total graduates less exemptions (students continuing their education, in military service, incarcerated or deceased). Time Frame: September 1, 2010 through August 31, 2011.

Placement Rate N/A - There is no data to disclose because this program is too new or is not required to be calculated.

Median Load Debt N/A - Per Education Department guidance, data not provided due to fewer than ten completers or program is too new.

This Institution Includes:

Everest College, Colorado Springs
Everest College, Fort Worth South
Everest College, Santa Ana
Everest College, Tyson's Corner

CATALOG SUPPLEMENT
2014-2015 CATALOG
EFFECTIVE 05/01/14

Program Chairs		
Hardesty, A.J.	Electrical Technician Heating, Ventilation & Air Conditioning Business	B.S. – Everest University
Crabbe, Victor Dr.	Medical Assistant Medical Administrative Assistant	M.D. – Ross Medical School B.S. – Central State University
Lead Instructors		
Crawford, Archie	Heating, Ventilation & Air Conditioning	
Ellis, Rebecca	Pharmacy Technician	B.B.A. – Texas A&M University
Smith, Nancy	Medical Assistant Medical Administrative Assistant	
Full-Time Faculty		
Bookman, Michael	Electrical Technician	
Endsley, David	Electrical Technician	
Masooma, Khalid Dr.	Medical Administrative Assistant	M.B.B.S. – Fatima Jinnah Medical College for Women (Pakistan)
Loveless, Larry	Heating, Ventilation & Air Conditioning	
Maydwell, DeShawn	Medical Assistant	
McLemore, Ashley	Medical Assistant	
Moss, Quinton, Dr.	Medical Assistant	D.C. and B.S. – Parker College of Chiropractic B.S. – Arkansas State University
Smith, Erica	Pharmacy Technician	

Everest College
Arlington (MidCities), Dallas, Ft. Worth North
and Ft. Worth South Catalog
Revision Date 04/03/14 Addenda

■ **ADDENDUM, Effective March 21, 2014.** The following start dates have been removed from the catalog for the Mid-Cities campus.

Heating, Ventilation and Air Conditioning, Medical Assistant, Medical Administrative Assistant, Electrical Technician, Pharmacy Technician Mod All Shifts 2014	
Start Dates	End Dates
3/26/2014	4/22/2014
4/28/2014	5/23/2014
5/28/2014	6/24/2014
7/28/2014	8/22/2014
9/24/2014	10/21/2014
12/22/2014	1/28/2015

■ **ADDENDUM, Effective March 1, 2014.** The following Tuition and Fees table has been updated for the Arlington (MidCities) and Fort Worth South campuses only:

ARLINGTON (MIDCITIES)					
MODULE-BASED PROGRAMS	PROGRAM LENGTH	CREDITS	PROGRAM TUITION	ESTIMATED BOOKS AND EQUIPMENT	TOTAL (ESTIMATED)*
Electrical Technician	36 Weeks	59	\$12,482	\$2,563	\$15,045
Heating, Ventilation and Air Conditioning	36 Weeks	55	\$13,015	\$2,030	\$15,045
Medical Administrative Assistant	33 Weeks	48	\$13,186	\$1,859	\$15,045
Medical Assistant	41 Weeks	60	\$14,826	\$2,031	\$16,857
Medical Insurance Billing and Coding	33 Weeks	48	\$18,798	\$2,185	\$20,983
Pharmacy Technician	33 Weeks	48	\$13,977	\$1,068	\$15,045
Effective March 1, 2014					

FT. WORTH SOUTH					
MODULE-BASED PROGRAMS	PROGRAM LENGTH	CREDITS	PROGRAM TUITION	ESTIMATED BOOKS AND EQUIPMENT	TOTAL (ESTIMATED)*
Dental Assistant	33 Weeks	48	\$14,014	\$1,031	\$15,045
Medical Administrative Assistant	33 Weeks	48	\$13,181	\$1,864	\$15,045
Medical Assistant	41 Weeks	60	\$14,820	\$2,036	\$16,856
Medical Insurance Billing and Coding	33 Weeks	48	\$12,912	\$2,133	\$15,045
Effective March 1, 2014					

Everest College
Arlington (MidCities), Dallas, Ft. Worth North
and Ft. Worth South Catalog
Revision Date 04/03/14 Addenda

■ **ADDENDUM, Effective March 3, 2014 for new and re-entering students only.** The following Tuition and Fees table has been updated for the Arlington (MidCities) campus only:

The campuses will begin to utilize the tier table below for linear programs. Students enrolled in 8+ credit hours will be charged a flat-term rate as set forth below. Students enrolled in less than 8 credit hours will be charged per credit and total tuition for a given quarter is determined by multiplying the number of credit hours for which the student is registered for and attends within the term by the then current tuition rate. An estimated total amount for each program is specified below and is sorted by campus.

Number of Credits Enrolled In	Credit Load	Cost Per Credit	Cost Per Quarter
16 or more	20	\$300.00	\$6,000.00
	19	\$315.79	\$6,000.00
	18	\$333.33	\$6,000.00
	17	\$352.94	\$6,000.00
	16	\$375.00	\$6,000.00
12 to 15	15	\$300.00	\$4,500.00
	14	\$321.43	\$4,500.00
	13	\$346.15	\$4,500.00
	12	\$375.00	\$4,500.00
8 to 11	11	\$390.91	\$4,300.00
	10	\$430.00	\$4,300.00
	9	\$477.78	\$4,300.00
	8	\$537.50	\$4,300.00
Less than 8	7	\$600.00	\$4,200.00
	6	\$600.00	\$3,600.00
	5	\$600.00	\$3,000.00
	4	\$600.00	\$2,400.00
	3	\$600.00	\$1,800.00
	2	\$600.00	\$1,200.00
	1	\$600.00	\$600.00

Note: For new and re-entering students who are enrolling in school at the mini-term, tuition is \$3,000. Thereafter, students are subject to the tiered quarterly tuition rate.

ARLINGTON (MIDCITIES)					
QUARTER-BASED PROGRAMS*	PROGRAM LENGTH	CREDITS	PROGRAM TUITION	ESTIMATED BOOKS AND EQUIPMENT	TOTAL (ESTIMATED)
Accounting	24 months	96	\$28,000- \$57,600	\$5,204	\$33,204-\$62,804
Business Administration	24 months	96	\$28,000- \$57,600	\$4,000	\$32,000-\$61,600
Criminal Justice	24 months	96	\$28,000- \$57,600	\$3,500	\$31,500-\$61,100

Effective March 3, 2014

■ **ADDENDUM, Effective March 1, 2014.** The following Scholarship has been added for the Arlington (MidCities) campus only:

Everest Step Scholarship

Students with an "active status" as of March 1, 2014 in any modular program* or as of March 3, 2014 in any associate's degree program* at Everest Institute, Everest College or Everest University campuses who ultimately graduate from those programs are entitled to receive a non-transferrable scholarship to be used as a tuition credit for any Everest Institute, Everest College, or Everest University academic program*, including online academic programs, in which such student enrolls and starts within one year following his or her completion of the original

Everest College
Arlington (MidCities), Dallas, Ft. Worth North
and Ft. Worth South Catalog
Revision Date 04/03/14 Addenda

modular or associate's degree program. The amount of the scholarship is \$3,500 for eligible students in modular programs and \$5,000 for eligible students in associate's degree programs. The Everest Step Scholarship cannot be used in conjunction with any of the other scholarships offered at the campus. Everest reserves the right to modify, extend, or cancel the Everest Step Scholarship at any time.

*Certain programs do not qualify. Consult a financial aid representative on your campus for details.

■ **ADDENDUM, Effective March 1, 2014.** The following Scholarship has been added for the Fort Worth South campus only:

Everest Step Scholarship

Students with an "active status" as of March 1, 2014 in any modular program* at Everest Institute, Everest College or Everest University campuses who ultimately graduate from those programs are entitled to receive a \$3,500 non-transferrable scholarship to be used as a tuition credit for any Everest Institute, Everest College, or Everest University academic program*, including online academic programs, in which such student enrolls and starts within one year following his or her completion of the original modular program. The Everest Step Scholarship cannot be used in conjunction with any of the other scholarships offered at the campus. Everest reserves the right to modify, extend, or cancel the Everest Step Scholarship at any time.

*Certain programs do not qualify. Consult a financial aid representative on your campus for details.



FACULTY and ADMINISTRATIVE STAFF SUMMARY FORM

Submit this form with the Update Report (revised prior to the visit) and teaching schedules in effect at the time of the visit. List all persons (teaching faculty and administrative staff). Refer to the legends for identifying other duties assigned faculty and administrative staff duties and "Credential Level". The first line is provided as a SAMPLE.

Institution Name Everest College
 City, State Arlington, TX
 ID 00020754

Duties

AD = Administrative
 RA = Recruitment / Admissions
 FA = Financial Aid
 SS = Student Services
 OT = Other

Credential Level

C = Certificate
 D = Diploma
 OA = Occupational Associate
 AA = Academic Associate
 B = Bachelor
 M = Master

Select One

Select One

Name (Last, First, Middle)	(F) Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	Faculty - Teaching Load			Non-faculty Duties or Admin Duties
							M	A	E	
Carney, Julien	AD	08-29-2011	FT	BA, Abilene Christian University - Business Marketing; MBA, Ashford University	Director of Career Services	N/A				OT
Ceaser, Nikki	AD	02-16-2011	FT	BS, Northwestern University - Business; MBA, Northwood University - Business	Director of Admissions	N/A				RA
Osborne, Holly	AD	10-04-2013	FT	MBA, Texas Woman's University; BA, University of Houston Clear Lake - Political Science	Campus President	N/A				AD/OT
Peller, Dina	AD	11-16-2006	FT	MLS, Texas Women's University - Library Science	Librarian	N/A				OT
Smith, Peggy	AD	10-13-2003	FT	MS, Amber University, Human Resources; BA, Stockton State College - Psychology	Director of Education	N/A				AD/SS
White-Knighten, Debra	AD	04-01-2003	FT	BBA, Delta State University; MA, Dallas Baptist University	Director of Student Finance	N/A				FA
Aguirre, Richard	F	02-05-2013	PT		Electrical Technician Modules	D			20	



FACULTY and ADMINISTRATIVE STAFF SUMMARY FORM

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 SS = Student Services
 OT = Other

Credential Level

C = Certificate
 D = Diploma
 OA = Occupational Associate
 AA = Academic Associate
 B = Bachelor
 M = Master

Select One

Select One

Name (Last, First, Middle)	(F) Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	Faculty - Teaching Load			Non-faculty Duties or Admin Duties
							M	A	E	
Atkinson, Debra Lynn	F	07-28-2005	PT	MA and BS, University of Texas Arlington - English,	ENC 1102	AA	3.5		3.5	
Bookman, Michael	F	06-21-2010	FT		Electrical Technician Modules	D	10	10	20	
Crabbe, Victor	F	01-17-2006	FT	BS, Central State University - Biology; MD, Ross University	Medical Assistant Modules	D	20			AD
Crawford, Archie	F	11-26-2012	FT		Heating, Ventilation and Air Conditioning Modules	D	10	10	20	AD
Dickison, Diann	F	07-16-2007	PT	BS, University of North Texas - Criminal Justice; AAS, College of the Mainland - Criminal Justice	CCJ 2252, CCJ 1017	AA			7	
Ellis, Rebecca	F	08-27-2009	FT	BBA, Texas A&M University - Marketing	Pharmacy Technician Modules Lead Instructor - Pharmacy Tech	D	10	10		AD
Endsley, David	F	06-29-2012	FT		Electrical Technician Modules	D	10	10	20	
Hardesty, A.J.	F	01-30-2009	FT	BS, Everest University - Business	Program Chair - Electrical Technician and HVAC	D	10	10		AD
Hunter, Michelle	F	11-26-2013	PT	AAS, Everest College - Medical Assistant	Medical Assistant Modules	D	10	10	20	
Jackson, Javaun	F	03-28-2006	PT	BBA, University of North Texas - Secretarial Administration	CGS 2510C	AA			4.3	



FACULTY and ADMINISTRATIVE STAFF SUMMARY FORM

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 City, State Arlington, TX
 ID 00020754

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 FA = Financial Aid
 SS = Student Services
 OT = Other

Credential Level

C = Certificate
 D = Diploma
 OA = Occupational Associate
 AA = Academic Associate
 B = Bachelor
 M = Master

Select One

Select One

Name (Last, First, Middle)	(F) Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	Faculty - Teaching Load			Non-faculty Duties or Admin Duties
							M	A	E	
Johnson, Carla	F	02-26-2007	PT	Doctor of Strategic Leadership, Regent University - Strategic Leadership; MACS, Southwestern Baptist Theological Seminary; BA, Southwest Baptist University - Church Recreation	MAN 2021, MAN 2727, BUL 2131, MAR 2305, BCC 2456	AA	11		7	
Knight, Gary	F	10-09-2009	PT	BA, The University of Oklahoma - Political Science; MSCJ, Texas State University - Criminal Justice	CJL 2132, CJE 2600, CJL 2130	AA	7			
Loveless, Larry	F	04-17-2013	FT		Heating, Ventilation and Air Conditioning Modules	D	10	10	20	
Masooma, Khalid	F	07-20-2009	FT	M.B.B.S., Fatima Jinnah Medical College for Women (Pakistan) - Medicine	Medical Administrative Assistant Modules	D	10	10	20	
Maydwell, Deshawn	F	10-13-2010	FT		Medical Assistant Modules	D	10	10	20	
McLemore, Ashley	F	04-17-2013	FT		Medical Assistant Modules	D	10	10	20	



FACULTY and ADMINISTRATIVE STAFF SUMMARY FORM

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Institution Name Everest College
 City, State Arlington, TX
 ID 00020754

Duties
AD = Administrative
RA = Recruitment / Admissions
FA = Financial Aid
SS = Student Services
OT = Other

Credential Level
C = Certificate
D = Diploma
OA = Occupational Associate
AA = Academic Associate
B = Bachelor
M = Master

Select One

Select One

Name (Last, First, Middle)	(F) Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	Faculty - Teaching Load			Non-faculty Duties or Admin Duties
							M	A	E	
Moss, Quinton	F	01-24-2008	FT	BS, Arkansas State University - Zoology; BS, Parker College of Chiropractic - Anatomy; DC, Parker College of Chiropractic	Medical Assistant Modules	D	10	10	20	
Phillips, James	F	11-14-2013	PT	Diploma, Medical Assisting - PCI Health Training Center	Medical Assistant Modules	D	10	10		
Roberts, Thomas	F	02-20-2008	PT	MBA - Southern Methodist University; BBA, Southern Methodist University - Economics	MAN 1030	AA	3.5			
Smith, Curtis	F	10-25-2012	PT	MA, Argosy University - Community Counseling; BS, University Science and Arts of Oklahoma - Psychology	PSY 2012	AA			3.5	
Smith, Erica	F	05-21-2013	FT		Pharmacy Technician Modules	D	10	10	20	
Smith, Nancy	F	09-09-2013	FT		Lead Instructor - Medical Assistant and Administrative Assistant Modules	D				AD

ACICS PROGRAM UPDATE FORM

1. What is the current number of students enrolled?

381

2. List the enrollment in each program by full-time and part-time status and by day and evening. Use additional pages if necessary.

Name of Program	Total Enrollment	Full-time	Part-time	Day	Evening
Business Administration	29	26	3	17	12
Criminal Justice	16	10	6	7	9
Electrical Technician	81	81	0	36	45
Heating, Ventilation and Air Conditioning	31	31	0	16	15
Medical Administrative Assistant	34	34	0	18	16
Medical Assistant	144	144	0	86	58
Pharmacy Technician	46	46	0	32	14

MODULAR CLASS SCHEDULE (Monday through Friday)

MAY 27 - JUNE 23, 2014 Term

(Subject to Change Prior to the Visit)

Course Code	Course Name	Census	Instructor	Start Time	End Time	Room #
Medical Assistant Program						
Module F	Endocrine, Skeletal, and Reproductive Systems, Pediatrics, and Geriatrics	6	Victor Crabbe	6:00:00 AM	10:00:00 AM	103
Module F	Endocrine, Skeletal, and Reproductive Systems, Pediatrics, and Geriatrics	13	Quinton Moss	10:00:00 AM	2:00:00 PM	110
Module E	Urinary, Blood, Lymphatic, and Immune Systems and Laboratory Procedures	16	Michelle Hunter	10:00:00 AM	2:00:00 PM	103
Module A	Integumentary, Sensory, and Nervous Systems, Patient Care and Communication	13	DeShawn Maydwell	10:00:00 AM	2:00:00 PM	111
Module F	Endocrine, Skeletal, and Reproductive Systems, Pediatrics, and Geriatrics	15	James Phillips	10:00:00 AM	2:00:00 PM	109
MAINTRO	Introduction to Medical Assistant	12	Ashley McLemore	10:00:00 AM	2:00:00 PM	122
Module D	Cardiopulmonary Systems, Vital Signs, Electrocardiography, and CPR	11	Quinton Moss	6:00:00 PM	10:00:00 PM	119
Module G	Medical Law and Ethics, Psychology, and Therapeutic Procedures	8	Michelle Hunter	6:00:00 PM	10:00:00 PM	103
Module B	Muscular System, Infection Control, Minor Office Surgery, and Pharmacology	10	DeShawn Maydwell	6:00:00 PM	10:00:00 PM	110
MAINTRO	Introduction to Medical Assistant	5	Ashley McLemore	6:00:00 PM	10:00:00 PM	122
Medical Administrative Assistant Program						
Module C	Medical Insurance	14	Khalid Massoma	10:00:00 AM	2:00:00 PM	101
Module C	Medical Insurance	10	Khalid Massoma	6:00:00 PM	10:00:00 PM	101
Pharmacy Technician Program						
Module A	Administration of Medications and Pharmacology of the Endocrine/Lymphatic S	13	Erica Smith	10:00:00 AM	2:00:00 PM	116
Module B	Aspects of Retail Pharmacy and Pharmacology of the Nervous System	10	Rebecca Ellis	10:00:00 AM	2:00:00 PM	105
Module E	Administrative Aspects of the Pharmacy Technician & Pharmacology of the G.I	17	Erica Smith	6:00:00 PM	10:00:00 PM	116
Heating, Ventilation and Air Conditioning Program						
ACR 1160	Air Distribution	15	Larry Loveless	10:00:00 AM	2:00:00 PM	126
ACR 2160	HVAC Diagnostics	3	Archie Crawford	10:00:00 AM	2:00:00 PM	120
ACR 1060	Air Conditioning	1	TBD	6:00:00 PM	10:00:00 PM	126
ACR 1160	Air Distribution	7	Larry Loveless	6:00:00 PM	10:00:00 PM	TBD
ACR 2160	HVAC Diagnostics	5	Archie Crawford	6:00:00 PM	10:00:00 PM	120
Electrical Technician Program						
EEV 1031	Electrical Theory	14	David Endsley	10:00:00 AM	2:00:00 PM	115
EEV 1271	Transformer Principles and Test Equipment	15	Michael Bookman	10:00:00 AM	2:00:00 PM	114
EEV 2038	Advanced Industrial Controls	7	A.J. Hardesty	10:00:00 AM	2:00:00 PM	121
EEV 1031	Electrical Theory	14	David Endsley	6:00:00 PM	10:00:00 PM	115
EEV 2034	Motor Concepts	6	Richard Aguirre	6:00:00 PM	10:00:00 PM	121
EEV 1271	Transformer Principles and Test Equipment	24	Michael Bookman	6:00:00 PM	10:00:00 PM	114

LINEAR CLASS SCHEDULE
SPRING TERM: APRIL 14 - JULY 6, 2014

Course Code	Course Name	Census	Instructor	Start Time	End Time	Room #	Day(s)
Monday							
MAN2021	Principles of Management	9	Carla Johnson	8:00:00 AM	11:40:00 AM	106	M
ENC1102	Composition II	5	Debra Atkinson	6:00:00 PM	9:40:00 PM	128	M
Tuesday							
CJL2132	Criminal Procedure	3	Gary Knight	8:00:00 AM	11:20:00 AM	106	T
APA2161	Introductory Cost/Managerial Accounting	5	Thomas Roberts	6:00:00 PM	9:20:00 PM	127	T
CCJ2252	Constitutional Law and Legal Procedure	3	Diann Dickison	6:00:00 PM	9:20:00 PM	125	T
BUL2131	Applied Business Law	8	Carla Johnson	6:00:00 PM	9:20:00 PM	106	T
Wednesday							
MAR2305	Customer Relations and Servicing	7	Carla Johnson	8:00:00 AM	11:20:00 AM	106	W
CGS2510C	Applied Spreadsheets	13	Javaun Jackson	6:00:00 PM	10:15:00 PM	127	W
MAR2305	Customer Relations and Servicing	6	Carla Johnson	6:00:00 PM	9:20:00 PM	106	W
CCJ1017	Criminology	3	Diann Dickison	6:00:00 PM	9:40:00 PM	125	W
Thursday							
CJE2600	Criminal Invest & Police Procedures	2	Gary Knight	8:00:00 AM	11:20:00 AM	106	R
ENC1102	Composition II	6	Debra Atkinson	8:00:00 AM	11:20:00 AM	128	R
PSY2012	General Psychology	4	Curtis Smith	6:00:00 PM	9:20:00 PM	106	R
Friday							
MAN1030	Introduction to Business	5	Thomas Roberts	8:00:00 AM	11:40:00 AM	106	F



ACICS Application for Accreditation – PART II

Self – Study Narrative

Revised: May 1, 2013

All supporting documentation and exhibits referenced in this Self-Study Narrative must be maintained at the campus location for review by the accreditation visit team - *Do not submit your supporting documentation with this application.*

INSTITUTIONAL PROFILE

INSTITUTIONAL INFORMATION

Name: Le Cordon Bleu College of Culinary Arts Portland

Address: 600 SW 10th Avenue Suite 500, Portland, OR 97205

ACICS ID Code: 00038375

Campus Classification: Main Additional Location

If an additional location, please provide the following information:

Main Campus Name:

Main Campus Address

Main Campus ID Code:

History of accreditation with ACICS and with other agencies:

Le Cordon Bleu College of Culinary Arts in Portland was granted accreditation with ACICS in 2010 and had its initial accreditation through the Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT). In 2011 the college voluntarily relinquished its accreditation status with ACCSCT and maintained institutional accreditation with only one accreditor, ACICS. Le Cordon Bleu College of Culinary Arts in Portland was granted programmatic accreditation by the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) FOR its Associates degree in Le Cordon Bleu Culinary Arts program in 1988, and the Associate Studies degree in Le Cordon Bleu Patisserie and Baking program in 2000.

Brief history of the institution:

Le Cordon Bleu College of Culinary Arts in Portland, formerly known as Western Culinary Institute, was established in 1983 to meet the growing demand for professionally trained chefs and quickly gained a national reputation. In 1999, Le Cordon Bleu College of Culinary Arts in Portland began its partnership with Le Cordon Bleu International. Le Cordon Bleu College of Culinary Arts Portland's association with Le Cordon Bleu International represents a union of one of the finest in European and North American culinary arts training programs available today, providing the opportunity to experience a comprehensive, challenging and hands-on education.

List of recent (past three years) complaints or adverse actions and current status:

Not Applicable.

List of contracts or agreements with other institutions or entities: (consortium agreements, articulation agreements, etc.)

Le Cordon Bleu Portland has an articulation agreement that allows our graduates to transfer into the Bachelor of Arts degree in Le Cordon Bleu Culinary Management program offered by Le Cordon Bleu College of Culinary Arts in Scottsdale (ACICS/ACCSC Accredited).

List of international activities:

All Le Cordon Bleu schools in North American work in partnership with Le Cordon Bleu International (LCBI). LCBI sends chef instructors to US campuses for trainings with faculty and teaching US Students. US Chef Instructors visit LCBI in Ottawa, Canada to train in teaching methodologies. LCBI also assists in the recruitment of international students to the Portland campus. This is done through LCBI with direct recruitment from recruitment fairs and events and through contacts via the LCBI website in the form of live chat leads and email inquiries.



Description and scope of distance education activities: Hybrid Fully Online Not applicable
Participation in Federal Financial Aid Programs: Yes No

INSTITUTIONAL CHANGES

Description of major changes since the last institutional review in the following areas:

- Management: Not applicable.
- Change of Ownership: Not applicable.
- Program offerings: Not applicable.
- Curriculum: Not applicable.
- Institutional delivery: Not applicable.
- Other changes: Not applicable.



1. MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly, and simply stated in terms readily understandable by a prospective student, parents, the public, and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the *Accreditation Criteria*.

MISSION AND OBJECTIVES

1.1 How was the mission developed?

The current mission statement was reviewed and revised through a collaborative effort involving the Presidents of the 17 Le Cordon Bleu campuses and the executive leadership team of the culinary education group (CEG). Campus Presidents and the executive leadership team most recently reviewed the mission in March 2013. It was also reviewed in May 2013 by faculty and staff using the following pertinent factors:

- Le Cordon Bleu's role in culinary education and the hospitality industry
- Industry needs as it related to the skill level of Le Cordon Bleu graduates
- Le Cordon Bleu's influence on the future of the hospitality industry

The role of the institution in regard to the mission is to ensure that each function at Le Cordon Bleu College of Culinary Arts in Portland (LCB Portland) including the curriculum, library, faculty, administration and support services are, in fact, helping to support the institution support this mission.

1.2 State the institution's mission and supporting objectives.

The mission statement of Le Cordon Bleu College of Culinary Arts in Portland is as follows:

Mission:

Le Cordon Bleu College of Culinary Arts is an institution of higher learning for students who share a passion for the culinary and hospitality arts. We are dedicated to providing quality career education that integrates the classic culinary curriculum of Le Cordon Bleu in combination with modern technology and innovation in global cuisine.

Objectives:

- To provide a creative and supportive community guided by knowledgeable chef instructors, faculty and staff; a community where you can immerse yourself in the culinary or hospitality arts in order to develop skills by watching chef demonstrations and then performing the same tasks yourself.
- To provide you the opportunity to spend time in industry-equipped kitchens working alongside chef instructors and learning the skills necessary to explore your passion and pursue your goal of a career in the culinary or hospitality industry.
- To introduce you to various techniques and expose you to the preparation of international cuisine throughout your training.
- To provide you the theoretical foundation and technical skills that can be applied to the preparation of many cuisines.



- To offer a dedicated Career Services department to assist you and support you in your career aspiration to help you achieve your goal of a career in the culinary or hospitality industries.

1.2.1 Cite where it is found in the catalog.

The institution's mission and supporting objectives are stated on page 6 of the Le Cordon Bleu College of Culinary Arts 2013 - 2014 catalog.

1.2.2 Explain how the supporting objectives are devoted substantially to career-related education?

The College's mission statement and overall educational objectives are job-oriented in every aspect as it prepares students and graduates for professional opportunities and career success in the international culinary industry. This is accomplished by providing an individualized, hands-on education in the classic and modern culinary arts and by exposing students to general education courses that help develop problem solving and critical thinking skills. The College's associate's degrees and certificate programs are designed to provide the theoretical foundation and technical skills necessary for success in the food service industry

Culinary Arts Objectives:

- To provide a creative and supportive community guided by knowledgeable chef instructors, faculty, and staff; a community where you can immerse yourself in the culinary or hospitality arts in order to develop skills by watching chef demonstrations and then performing the same tasks yourself.

The program was designed to represent a complete, well-rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. In addition the skills needed for a particular program are reinforced with relevant instruction.

- To provide students the opportunity to spend time in industry-equipped kitchens working alongside chef instructors and learning the skills necessary to explore their passion and pursue their goal of a career in the culinary or hospitality industry.

The LCB Portland facilities and the equipment used comply with all federal, state, and local ordinances and regulations including those related to fire safety, building safety and health. Kitchen labs are equipped with stoves, ovens, and food preparation equipment commonly found in the industry. A wide range of small wares is provided for the students' use in practicing a variety of culinary skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

- To introduce students to various techniques and expose them to the preparation of international cuisine throughout their training.

In addition, students demonstrate:

- Professional-level culinary and baking techniques that demonstrate sanitation principles as they apply to the professional kitchen.
- Professionalism appropriate to the hospitality industry and exhibit college-level reasoning skills. While applying basic management principles to the demands of the hospitality industry.

- To provide you the theoretical foundation and technical skills that can be applied to the preparation of many cuisines.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well-rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions.



- To offer a dedicated career services department to assist and support students in their career aspiration to help them achieve their goal of a career in the culinary or hospitality industries.

Upon completion of the program, the graduate should have the workforce skills appropriate for entry-level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Rounds man and Prep Cook. The various titles of “chef” generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef).

Patisserie and Baking Objectives:

- To provide a creative and supportive community guided by knowledgeable chef instructors, faculty, and staff; a community where you can immerse yourself in the culinary or hospitality arts in order to develop skills by watching chef demonstrations and then performing the same tasks yourself.

The program was designed to represent a complete, well-rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. In addition the skills needed for a particular program are reinforced with relevant instruction.

- To provide students the opportunity to spend time in industry-equipped kitchens working alongside chef instructors and learning the skills necessary to explore their passion and pursue their goal of a career in the culinary or hospitality industry.

The LCB Portland facilities and the equipment used comply with all federal, state and local ordinances and regulations including those related to fire safety, building safety and health. Kitchen labs are equipped with stoves, ovens, and food preparation equipment commonly found in the industry. A wide range of small wares is provided for the students’ use in practicing a variety of culinary skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

- To introduce students to various techniques and expose them to the preparation of international cuisine throughout their training.

In addition, students demonstrate:

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- Professionalism appropriate to the hospitality industry and exhibit college-level reasoning skills. While applying basic management principles to the demands of the hospitality industry.

A general education is an important aspect of higher learning and a valuable asset in today’s highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well-rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions.

- To offer a dedicated career services department to assist and support students in their career aspiration to help them achieve their goal of a career in the culinary or hospitality industries. Upon completion of this program, a graduate should have the workforce skills appropriate for entry-level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of “pastry chef” generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef).

- 1.2.3 Explain how the supporting objectives are reasonable for the program(s) of instruction, mode of delivery, and facilities of the campus?



LCB Portland offers four programs, all of which are taught through a residential education delivery model. The objectives are entirely reasonable as all instructors meet institutional and programmatic accreditation qualification requirements; the curriculum is developed and continually updated through a central curriculum committee with input from faculty.

The campus facilities and the equipment used comply with all federal, state and local ordinances and regulations including those related to fire safety, building safety and health. Kitchen labs are equipped with stoves, ovens, and food preparation equipment commonly found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

Program	Mode of Delivery	Campus Facilities
Certificate Program in Le Cordon Bleu Culinary Arts	Residential	Four (4) lecture classroom; Seven (7) full kitchen labs; Two (2) Demonstration kitchens; Learning Resource Center; Career Service
Certificate Program in Le Cordon Bleu Patisserie & Baking	Residential	Four (4) lecture classroom; Seven (7) full kitchen labs; Two (2) Demonstration kitchens; Learning Resource Center; Career Service
Associate Degree in Le Cordon Bleu Culinary Arts	Residential	Four (4) lecture classroom; Seven (7) full kitchen labs; Two (2) Demonstration kitchens; Learning Resource Center; Career Service
Associate Degree in Le Cordon Bleu Patisserie & Baking	Residential	Four (4) lecture classroom; Seven (7) full kitchen labs; Two (2) Demonstration kitchens; Learning Resource Center; Career Service

1.3 Explain how the faculty, financial resources, physical plant, administration, management, and educational activities contribute to the implementation of the institution's mission.

LCB Portland strives to provide a premium learning environment for students. This is achieved through a coordinated effort of personnel (faculty, staff, and administration), facilities, and educational programs, career services and student accountsservices.

Faculty

LCB Portland's faculty members are the keystone of the college's teaching success. Faculty members are assigned to teach based on their professional experience and academic credentials.

Faculty members are recruited for their experience and education. Once they are employed, each faculty member is provided a faculty development plan which includes scheduled in-service dates for professional development and online courses through the Center for Excellence in Education to help him/her learn and master the teaching craft. Staff and administration are likewise recruited for their experience and skills. In addition to regular coaching and performance management, all Le Cordon Bleu personnel receive formal mid-year and annual performance evaluations.

Financial Resources



Le Cordon Bleu College of Culinary Arts in Portland is part of the Career Education Corporation family of colleges and schools. Because of this affiliation, the College has the financial resources to provide for current and future development and implementation of its mission to provide quality career education. Capital expenditure budgets provide funds for new materials, facility improvements, and equipment. In addition, budgets are prepared to cover additional expenses such as increases in employee headcount in all functional areas. The financial resources, physical plant, administration, management and educational activities contribute to the implementation of the institution's mission through measurement of many of the campuses' operating departments as well as our academic programs through the Campus Effectiveness Plan process. This process includes the measurement of data that is completed quarterly and includes measurement of various student outcomes. Additionally, the mission is implemented on a daily basis by the through faculty classroom instruction.

Physical Plant

The College is located at 600 SW 10th Avenue, Suite 500, Portland, OR 97205 in approximately 39,000 square feet that supports the institution's student population, labs and equipment. It includes 9 spacious kitchens and 4 classrooms. Physical resources are monitored and evaluated to stay abreast of industry standards. LCB Portland's spacious facilities include industry-current lab equipment, audio visual aids (such as cameras in lab, kitchens, and classrooms), on-line library and learning resource center, a student-run restaurant, and computer facilities. The facilities are maintained by one full-time facilities coordinator, contracted maintenance personnel, and other third party repair contractors as needed.

Administration and Management

The administration and management of LCB Portland includes a President, Director of Education, Business Office Manager, Director of Admissions, Director of Career Services, and Manager of Procurement. Administrators ensure that all of the above (facilities, educational programs, personnel) are properly supported through financial support, planning, execution, and evaluation with a highly collaborative team.

The key management of the institution meets on a daily and weekly basis to ensure that the objectives of the mission are being met. All departments receive ongoing training to enhance their professional development to better assist the student body.

Educational Activities

Students are provided a supportive, challenging, educational atmosphere. Students engage in various instructional modes, which encourage self-directed learning, creative applied research, and inquiry through vital problem-solving activities, good citizenship and high standards.

The educational programs are regularly reviewed for relevance and quality. Student and career services include employment assistance, library, the learning resource center (including tutoring and disability-support services), and help with student issues and general questions.

Capital expenditure budgets provide funds for new materials, facility improvements, and equipment. In addition, the institution prepares budgets to cover additional expenses, such as an increase in the number of employees.

- 1.4 What are the provisions for ensuring that the mission is subjected periodically to critical review by the administration and faculty to determine if the campus is fulfilling its educational mission and meeting the needs of the community?

Periodic reviews of the Campus Effectiveness Plan (CEP) include the mission statement and corresponding goals and objectives. LCB Portland reviews the mission statement annually at the CEG level and then solicits feedback from campus faculty and staff.



The Campus Effectiveness Team (CET) for LCB Portland, comprised of the President, Director of Education, Business Office Manager, Director of Admissions, Director of Career Services, Director of Procurement, and full time faculty members assesses the progress of all departmental functions of the College in relation to its mission. The CET meets on a periodic basis to share progress and to track the achievement of institutional goals that support the mission and the needs of the community.

In addition, two advisory board meetings are conducted annually by the academic department to receive guidance regarding industry trends. These meetings are a vital resource for assessing the institutional effectiveness of the educational mission.

1.5 How do degree programs emphasize both the achievement of vocational objectives and general education?

LCB Portland has designed its general education offerings to foster an understanding of, and respect for, self and natural and social environments. In the student's quest for knowledge, these general studies provide critical thinking abilities, communication skills, and a comprehension of contemporary problems and issues in the world. The institution desires to graduate students who are not only experts in their chosen field but also thoughtful and conversant about the society in which they live.

LCBPortland's programs emphasize the achievement of vocational objectives and general education by offering courses in core program competencies, as well as science, humanities, mathematics, and social science. These general education courses enhance the ability of students to apply academic and occupational skills in the workplace.

The programs adhere to the College's mission, comply with ACFEF, ACICS, and the states of Oregon & Washington and include the core competencies necessary for success in the industry. Each course encompasses appropriate instruction procedures, texts, materials, and technology. The programs offer a well-organized sequence of subjects leading to an occupational objective.

Through these vocational objectives and general education requirements, LCB Portland graduates:

- Expand their historical, aesthetic, cultural, literary, scientific, and philosophical perspectives;
- Improve critical and analytical thinking; and
- Learn skills in finding, managing and communicating knowledge.

With the College's overall focus on career education, our programs emphasize vocational objectives and provide knowledge and experience in the career field chosen by the student. Emphasis on critical thinking skills, communication skills, and creative thinking allow for greater flexibility in the workplace.

1.6 Describe the administration's plans for any changes in the institution's mission and/or supporting objectives.

At the first CEP planning meeting in the first quarter in 2013, the CET reviewed annually the institutional mission. Presidents and the CEG Executive team reviewed the mission again in March 2013. and LCB Portland does not anticipate any changes to its mission or supporting objectives in the near future.

INSTITUTIONAL EFFECTIVENESS

1.7 How was the campus effectiveness plan (CEP) developed?

The CET creates the Campus Effectiveness Plan (CEP). The committee members are listed in 1.4 above and represent every department on campus.

The CET meets on a periodic basis. The first meeting of the year takes place during the first quarter, when the CET sets campus effectiveness goals for the school and for each department. The CET establishes the goals of the CEP, determines the action items necessary to achieve each goal, and documents those action items in the CEP. Data is tracked throughout the year and reported to and reviewed by the CET each quarter. The CET



assesses the institution's progress toward achieving the established goals and determines any necessary adjustments to action items or goals.

Key metrics are reviewed and action steps to correct issues are developed on a more regular basis, the following quality control measures help ensure ongoing effectiveness:

- Weekly academic management meetings by the academic leaders and career services.
- Weekly metrics overviews (to review business metrics, such as retention, placement rates, and compliance metrics)

The goal of LCB Portland's staff and faculty is ensure an enriching learning experience for students and maintain the usefulness and effectiveness of the services offered by the College. The College relies on this CEP to learn from its performance, and gauge future plans of improvement in areas such as management, facilities, student services, instructional methods, staff and faculty development, and materials and curricula. This plan is discussed on a quarterly basis during senior management strategic planning meetings. CET are responsible for its implementation. The institutional assessment and improvement activities include a written and comprehensive plan that examines school operations and sets forth specific short- and long-range (up to three years) goals for improvement with measurable benchmarks and timelines for implementation.

Much information currently exists and is regularly collected by the College that may be used to answer CEP questions: pre-enrollment surveys on learning strengths and weaknesses, admissions and financial aid records, course and instructor surveys, student satisfaction surveys, retention rates, licensure and certification examinations, capstone courses, surveys of alumni, and employer surveys. The program evaluation will use some of this information, or agency records, in a supplemental or auxiliary role to supplement the finding through qualitative and quantitative research instruments.

The data are used to:

a) Measure the knowledge and skills gained by students

Students are monitored through attendance and grade reports on an ongoing basis. A weekly review of student progress and attendance is held to assess student learning and outcomes. Our academic leadership looks at student's progress and work with those struggling to meet SAP and attendance. This information is shared with the retention team on an ongoing basis to assist students in meeting their goals.

Percentage of students passing the NEHA exam. ServSafe test results – NEHA and ServSafe are national tests of food safety knowledge. Food safety is a critical skill for professional culinarians.

b) Measure satisfaction of employers and graduates

Program satisfaction scores from graduates – The scores directly reflect graduate attitudes and opinions about their education and program outcomes. Employer satisfaction is very important in assessing industry changes as well as how our students are doing.

The CET has determined in developing this plan that continued success of the College is dependent on three main factors: customer service, career success for our graduates, and vision to continuously adapt to an ever-changing industry. The College works in conjunction with its program advisory committee (PAC) to evaluate its career success for graduates and viability for future program development.

- Retention: Retention meetings are held weekly to identify at risk students as well as assist in identifying negative trends which impact student retention (continued analysis of withdrawal data will allow the College to determine ways in which it can improve retention.)
- Student placement rates: A dedicated career services department works diligently to create and maintain relationships with current and potential employers. The College expects to increase student placement rates as a result of these improved relationships.



- Level of graduate satisfaction: Graduate survey responses are analyzed to identify graduate concerns that the school will be able to address. In addition LCBPortland implemented an alumni association. The goal of the LCB Portland alumni association is to improve graduate relations and enhance graduate networking opportunities within the community.
- Level of employer satisfaction: Periodically, Career Education Corporation surveys employers to determine employer satisfaction. Results are tabulated and employer concerns are appropriately addressed by the Director of Career Services at the campus level.
- Student learning outcomes: Ongoing evaluations of student learning outcomes are achieved by assessing an end of course comprehensive examination. All courses allow the institution an opportunity to assess the student skill set and learning outcomes.

1.7.1 Who is responsible for implementing and monitoring the plan?

The CET is responsible for ensuring that the CEP is implemented and monitored. The purpose of the CEP identifies accountability and areas for improvement. It mirrors the purpose of program evaluation: to improve learning and gauge institutional effectiveness. The College regularly acts on the evaluation results. Conclusions may influence budget planning, professional development, staff development, and curricular reform. Recommendations for action are presented to the leadership team, faculty members, and College corporate officers. Presentations for the admissions department, detailed formative reports for program development and evolution, and regular summative reports necessary for intervention or evaluation redesign, as well as duplication of evaluation model in other places.

Assessing program outcomes may offer clues to how cooking knowledge is transferred and promulgated in the current system. Culinary educators need to prepare the hands, head, and heart of a student in hopes of transforming a profession. This CEP may reveal potential assessment instruments for culinary schools. It also may provide an example of program evaluation of institutional effectiveness in the delivery of culinary arts education. Results from this CEP may assist curriculum development and influence student expectations in culinary arts education. To further advance the field, culinary educators must accurately assess program outcomes and effectiveness to make significant contributions to the discipline and industry.

1.8 What are the annual retention and placement rates for the campus, if applicable, for the past three years? (Provide the numbers used to calculate the rates, and explain as necessary.)

Year:2012	Retention Rate: 76.8%	Placement Rate: 72.7%
Year:2011	Retention Rate: 76.8%	Placement Rate: 75.9%
Year:2010	Retention Rate: 81.5%	Placement Rate: 82.5%

Explanation (if necessary)

Le Cordon Bleu Portland has achieved the annual average retention and placement rates using the ACICS campus accountability report (CAR) formulas.

The retention rate is calculated by $(A-B) \div A = \text{retention \% rate}$ where:

A= total enrollment (New Starts + Beginning Enrollment + Reentries)

B = withdraws

Placement rate is calculated by $(PF + PR) \div (G - U) = \text{placement \% rate}$ where:

PF = Placed in Field G = Graduates and Completers

PR = Placed in Related Field U = Unavailable for Work



- 1.9 How do these annual retention and placement rates compare to prior rates, if applicable, and to rates at similar institutions?

LCB Portland's overall retention status has fluctuated over the past three years but remains strong with a range of 76-81% and overall retention of 81.4% in 2011-2012. Overall placement rates have been consistent over the past three years showing 72-82% for the culinary arts and patisserie and baking programs.

The 2011 ACICS Key Operating Statistics for Retention Rates and Placement Data and the 2009-2012 ACICS campus accountability report (CAR) are used to compare LCB Portland with institutions located within the same state, areas with similar population, and those offering the same level of degree. The comparison is as follows:

Le Cordon Bleu College of Culinary Arts in Portland				
YEAR	Current Retention Rate	Prior Retention Rate	Current Placement Rate	Prior Placement Rate
2012	81.5%	76.8%	82.5%	75.9%
2011	76.8%	81.5%	75.9%	82.5%
2010*	76.8%	76.8%	72.7%	75.9%

* *Le Cordon Bleu College of Culinary Arts in Portland was accredited by ACCSC prior to 2010 and is reporting the figures that were submitted to that accreditor.*

Retention						
Year	School	State Schools	All ACICS Institutions	Urban Population 500K +	Associate Granting Schools	Bachelor Granting Schools
2012	76.8 %	78%	73%	70%	72%	68%
2011	76.8 %	78%	73%	70%	72%	68%
2010*	81.5%*	NA	NA	NA	NA	NA
Placement						
Year	School	State Schools	All ACICS Institutions	Urban Population 500K +	Associate Granting Schools	Bachelor Granting Schools
2012	72.7 %	72%	71%	71%	69%	72%
2011	75.9 %	69 %	70 %	69 %	69 %	70 %
2010*	82.5%*	NA	NA	NA	NA	NA

* *Le Cordon Bleu College of Culinary Arts in Portland was accredited by ACCSC prior to 2010 and is reporting the figures that were submitted to that accreditor.*

- 1.10 What are the campus' retention and placement goals for the next reporting year?



Retention: 77% Placement: 70%

1.10.1 What factors were taken into consideration when developing these goals?

Retention goals are based on both meeting school budgets and ACICS targets year-over-year. The retention goal for 2014 is 77%, with the intent of increasing this goal by 1%-1.5% annually.

The goals to improve retention efforts campus-wide as reported on the CEP are:

- Meet or beat drop budget monthly for each department.
- Improve registration rates for each department.

Placement goals are based upon market trends and those set by ACICS year over year.

Factors for consideration in making these goals include the local job market outlook, national and state unemployment rates, and employer meetings to discuss future hiring trends. The placement goal for 2014 is 75%, with the intention of improving this standard each year.

The goals to improve placement efforts campus-wide as reported on the CEP are:

- Define the traits and skills needed for graduates to be employed successfully.
- Prepare and assist students in obtaining employment, such as resume workshops, using Optimal Resume, job fairs, and providing weekly job opportunity listings.

Historical performance for the school and other schools in the Career Education Corporation and particularly the schools within the Culinary Education Group form a baseline for determining performance. Incremental improvement is always a goal, but mitigating factors may be considered. For example, incremental improvements in retention are an assumed goal, but factors such as changes in regulations or student financing may affect these goals.

1.11 Explain how the activities undertaken to meet the retention and placement goals enabled the campus to maintain or improve retention and placement outcomes over successive years?

The activities undertaken to meet the retention and placement goals have in many instances enabled LCB Portland to maintain or improve retention and placement outcomes over successive years. The staff in the academic and career services departments reviews goal attainment on a monthly basis at department meetings. In these meetings, initiatives to increase retention and/or placement are developed and implemented.

The College does have retention strategies in place that are student-focused. These strategies are processes that help and maintain high levels of success in recruitment, retention, and graduation rates for our students. The process is team-based and College-wide. The purpose of these strategies is for the ongoing support of the student and their educational goals. We have created an environment where students feel welcome, encouraged, challenged and supported through a learning community.

Overall, our graduate employment rate reflects positive employment outcomes for our graduates in their field of study. This is achieved by helping graduates connect with employers in a number of different ways, including on-campus recruiting efforts, our student portal/placement website, and personalized coaching to graduate job-seekers. Additionally, we have improved our communication to graduates about employment information. Continuous communication with graduates via email blasts has enabled us to relay job leads to graduates as well.

The College has also developed several initiatives to improve placement rates including:

- Optimal Resume
- Online job fairs
- On-site job fairs
- Talisma



- Increased site visits
- Increased number of on-site employer recruitment events and employment seminars.

The College has developed new outreach initiatives to improve retention rates. Some examples of these initiatives that have enabled the campus to (maintain/improve) outcomes include:

- Extracurricular activities (such as culinary clubs, advance training programs, and community activities & events, etc.)
- Student organizations such as the student ambassadors, molecular gastronomy, catering, brewing and showpiece clubs and the advance culinary teams.
- Workshops which involves hands on instruction and fundamental development by LCB chef instructors.
- Student appreciation days which is designed to create pride and professional fellowship amongst the student population.
- Student scholarship cooking competitions provides students the opportunity to use the skills they have learned and apply their creativity to develop food for judging.
- Student action plans follows up with the student to ensure the student is creating an action plan for their success
- Student to student (peer) tutoring to help students who are in need of additional tutoring.

Daily attendance monitoring support student retention efforts. By increasing active participation with the school, students are increasingly engaged, focused, and more likely to remain in Le Cordon Bleu Portland.

1.12 What data are utilized to evaluate the following elements:

a. Level of graduate satisfaction

The College analyzes graduate survey responses to identify graduate concerns that the school should address. This survey asks students about their experiences at LCB Portland. In addition, the College has an alumni association that seeks to improve graduate relations and to enhance graduate networking opportunities within the community.

b. Level of employer satisfaction

Periodically, CEC surveys employers to determine employer satisfaction. The employers provide insights about student knowledge and skills important for success in the industry. CEC tabulates and shares the results with the campus, and the Director of Career Services addresses any concerns at the campus level and establishes goals for improvement.

c. Student learning outcomes

LCB Portland performs an ongoing assessment of the knowledge and skills gained by its students. The institution evaluates the competencies for each class based on educational outcomes. This may include, but is not limited to, tests, exams, papers, reports, projects, presentations, and portfolios. The institution assesses the classroom work-product based on course objectives that the syllabus defines. All courses allow the institution an opportunity to assess the student skill set and learning outcomes.

The institution also tracks retention, placement and graduation rates on an ongoing basis using enrollment and placement data from its student database, Campus Vue.

1.12.1 Explain how the data is collected and used to improve educational processes for the following elements:

a. Satisfaction of graduates

LCBPortland collects, compiles, and analyzes graduate survey responses to identify graduate concerns that the school should address. The institution also creates goals to address concerns and improve the satisfaction of graduates. The goal of the College's alumni association is to



improve graduate relations and to enhance graduate networking opportunities within the community.

b. Satisfaction of employers

CEC periodically surveys employers to determine employer satisfaction and provides the compiled results to the campus. CEC tabulates the results, and the Director of Career Services addresses any areas of concern at the campus level and establishes goals to increase employer satisfaction.

c. Student learning outcomes

The CET evaluates and considers the data collected (as outlined above) to determine any progress toward established student learning outcomes and goals. If the CET determines that the outcomes do not meet established goals, Le Cordon Bleu Portland makes procedural and policy changes to meet the goals established by the CET.

1.13 How is the campus effectiveness plan evaluated?

The CET at LCB Portland tracks and measures the institution's success in fulfilling its mission. The CET also continually assesses programs offered at the College and how the institution might improve them. The institution measures campus effectiveness by analyzing student learning outcomes, retention, placement and graduation rates, and employer and graduate satisfaction.

The President leads periodic meetings with the College's leadership team to review, discuss, and evaluate the data points for each department. The validity of data points are discussed and adjusted as needed based upon the changes in the academic programs and/or operational changes. The information recorded on the campus effectiveness plan is compared to current data enabling the committee to identify positive and negative trends. Any negative trends are discussed and courses of action are determined. Similarly, positive trends which are identified are assessed, so continued enhancement of best practices is realized.

1.13.1 What is the schedule for evaluation?

The CET meets periodically throughout the year. At the last meeting of each subsequent year, the CET evaluates the entire CEP so as to set new campus effectiveness goals for the upcoming year.



2. ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly implement the stated educational objectives of the institution. In responding to the questions below, please consult Sections 3-1-200 through 3-1-203 of the *Accreditation Criteria*.

- 2.1 Describe the governance, control, and corporate organization of the institution and cite where it is stated in the catalog.

Statement of Ownership: Le Cordon Bleu College of Culinary Arts in Portland

Le Cordon Bleu College of Culinary Arts is owned by Le Cordon Bleu North America, LLC., which is wholly owned by Career Education Corporation (CEC). CEC is a Delaware corporation with principal offices located at:

231 North Martingale Road
Schaumburg, IL 60173-2007
Phone: (847) 781-3600
Fax: (847) 781-3610

Executive Officers/Board of Directors (all campuses)

The executive officers of Career Education Corporation are:

Scott W. Steffey, President and Chief Executive Officer

Members of the CEC Board of Directors are:

David W. Devonshire, Chairman
Louis E. Caldera
Dennis H. Chookaszian
Patrick W. Gross
Greg L. Jackson
Thomas B. Lally
Ron D. McCray
Scott W. Steffey
Leslie T. Thornton

This information is stated on page 10-11 of the Le Cordon Bleu College of Culinary Arts 2013-2014 catalog, and in its addendum.

The Portland campus operates within CEC's culinary education group headed by the President and Senior VP of Operations. The campus organizational structure includes a senior executive team which reports directly to its President and is composed of Directors representing key operational areas for the campus: Academics, Finance, Admissions, Career Services, and Procurement. All Directors report directly to the Campus President. There are also Human Resources and Regulatory Operations consultants that support the College.



The College's senior executive team meets daily as an effective means of communication and sharing of responsibilities and priorities. The senior executive team is responsible for communicating information both up and down the organizational structure. The goals of the senior executive team are to lead the departments toward improving the institution through the goals and objectives outlined in the institutional assessment and improvement plan. In addition, the College conducts all-staff meetings every 12 weeks to facilitate communications throughout the entire faculty and staff.

The College's communications with CEC's culinary education group occurs regularly and also includes weekly presidents' calls. In addition, departmental directors communicate as needed through email, teleconferences, and WebEx supported activities and initiatives with their counterparts at other Le Cordon Bleu institutions to share operational priorities and best practices.

Finally, the CEC culinary education group includes the culinary education council which facilitates communication and sharing of information among the campuses within the division. The partnership between Le Cordon Bleu North America (LCBNA) and Le Cordon Bleu International (LCBI) ensures a high level of colleague-based communications with a goal of consistent educational programming of the maximum quality. This collaborative effort strives to bring the best of both worlds to the American system of training while respecting the centuries of tradition being passed on in its international programs. While this is a unique and challenging quest, it is clear that both partners understand the importance of quality and to work within the framework of our partnership to ensure the continued success of this tremendous brand name.

2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report, and the standards by which the success of their work is measured?

When the institution hires a member of the faculty or a staff member, it provides the hire with a written job description that provides details outlining the individual's daily duties, essential functions, responsibilities, the Le Cordon Bleu Portland's expectations for the particular position, the identity of the person to whom the hire reports, and how the institution will measure performance. In addition, working with the supervisor, the employee sets annual goals.

In the interview and selection process, the school's senior management provides extensive details of job duties and responsibilities, ensured and coordinated by human resources consultants. Upon hire, faculty and staff are given a job description that clearly delineates individual duties, responsibilities, and explains to whom they report. Faculty and staff are given the opportunity to review their respective job descriptions, ask questions, and receive clarification from either their direct report or the human resources consultant.

Employees sign and date their job description when they accept employment. The original, signed job description is placed in the employee's personnel file maintained by College and copies are given to the employer and his/her immediate supervisor.

Additionally, the administration provides each new employee access to ConnectEd, an intranet website which provides access to employee handbooks, benefit information, corporate policies, and procedures, as well as online professional development tools. The employee's immediate supervisor is responsible for assigning and explaining specific goals to each employee.

Measurements of employees work (accomplishments, goals, and expectations) are conducted informally throughout the year by their immediate supervisor and formally biannually by the employee's immediate supervisor in conjunction with the school's president and human resources consultants.

2.2.1 How is this documented?

At a minimum, faculty and staffs annual performance metrics are recorded in an electronic and printed format. Additionally, faculty and staff are required to develop a personal self evaluation at mid-year and annually which mirrors the annual evaluation used by the employee's immediate supervisor. All employees are also required to create and implement at least 2 individual development goals for each year.



LCB Portland documents this with a signed job description that it maintains in the employee's personnel file. The College documents performance goals with a signed acknowledgement by the employee. The employee's personnel file includes documents pertaining to the employee's annual performance appraisal conducted by the employee's manager. CEC and LCB Portland use a web-based performance management system, SuccessFactors, and a merit and compensation system, Plateau, that handles all measures of their performance and professional competencies. Copies of all formal annual reviews performed by the administration and employees are given to both the employee and his/her immediate supervisor and the originals are kept in the employees personnel file by their supervisors.

2.3 How does the administration monitor and evaluate activities of faculty and staff?

The LCB Portland administration uses annual performance reviews, one-on-one meetings with the employee's supervisor, and regular department meetings to evaluate and monitor the activities of faculty and staff. The College uses classroom observations and student evaluations of each class to monitor and evaluate the activities of faculty. The administration also uses faculty development forms to evaluate and document both in-service activities and professional development activities outside the College.

LCB Portland has standardized evaluation systems to monitor activities and performance of all faculty and staff. Biannual performance reviews which include performance evaluations and goals for professional development are conducted for all employees by their immediate supervisor. Staff members in admissions are additionally evaluated by senior management and with assistance from Career Education Corporation officers.

Performance evaluation is ongoing through regular classroom observations and personnel reviews. Faculty members are assessed regularly through announced and unannounced classroom observations and regular student course surveys. The course surveys are available on the student portal at the end of each course. Faculty, as well as administration, can review the results of the course evaluations. Course evaluations are used in the annual review process of all faculty members. A formal evaluation is completed annually, with a semi-annual review to determine progress and attainment of goals. Faculty members with deficiencies are addressed by school administrators to determine an action plan for improvement. Faculty members are typically assigned to take on-ground or online classes dealing with the situation that has been identified.

Class observation forms are created and updated based on the stated educational outcomes for each course and the required method of instruction. The Director of Education and his leadership team regularly observe classes evaluating the style, substance, and effectiveness of the faculty member. The goal is to conduct two formal classroom observations per faculty member per year.

2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.

The professional integrity of the staff is critical to the mission of LCB Portland. To that end, the College communicates relevant policies and procedures during new hire orientation sessions and includes this information in the employee handbook (available through connectEd, the employee portal system). Staff must also complete annual ethics training, in addition to other training deemed necessary by CEC.

The academic freedom of the faculty is also critical to the mission. The College has created an environment where faculty members freely draw upon their knowledge, expertise, and special skills while providing continuous feedback on course content, learning activities, assessment criteria, scheduling, and assignments for each course. By guaranteeing academic freedom, the entire College community receives the benefit of the diverse knowledge, experience, and perspectives of its faculty. Faculty members also complete annual ethics training, in addition to other training deemed necessary by CEC.

Career Education Corporation also provides a major strategic operating plan that includes corporate values, standards, and strategic choices. They include types of behavior that the company encourages, recognizes, and rewards. The values and CEC Standards are part of our biannual performance evaluations and much of the corporate training also underscores these standards.



2.5 How is the policy for ensuring academic freedom communicated to faculty?

The LCBPortland statement of academic freedom is outlined in the faculty handbook provided to all newly hired faculty. Academic freedom is permitted to allow individual faculty members to adapt teaching/training methodologies that best facilitate the teaching, learning, skill development process for maximum effectiveness in the kitchens and classrooms. The academic freedom statement is located on the faculty computer network and can be accessed by all faculty. Continuous improvement is the major component of faculty development carried out through online training courses and in-service activities and training that occur periodically throughout the year.

2.6 Describe the grievance policies and procedures for students, employees, and other interested parties. How are students, faculty, and administrative staff made aware of these policies?

The College maintains its grievance policies and procedures in several locations.

Should employees, faculty or members of the staff have concerns or complaints, the College requires that they discuss the issue with the immediate manager, a member of the senior management team, human resources or regulatory operations. If human resources or regulatory operations determines that an investigation is necessary, CEC's compliance department will conduct a prompt and objective investigation. Most employee complaints are resolved at the school level; however, if the situation is not resolved in this manner, the employee may contact Career Education Corporation's human resources or contact the "EthicsMatters" hotline by telephone or the website. EthicsPoint, an independent, third-party firm specializing in managing corporate ethics hotlines, operates the EthicsMatters hotline and website. This creates a separation between CEC and the person reporting the issue, providing a confidential, anonymous way to report concerns about ethical violations. CEC strictly forbids retaliation against any person who reports an ethics concern in good faith.

CEC also maintains a code of business conduct and ethics policy that pertains to individuals who work for CEC.

Faculty and administrative staff are notified and given instructions at their new hire orientation about online access to Career Education Corporations employee handbook including policies and procedures through connectEd. In the employee relations policy, section 102 the company expresses its commitment to providing and maintaining productive and professional working relationships with all its employees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from company supervisors and management. If employees have concerns, they are strongly encouraged to voice these concerns openly and directly to their supervisors, to a human resources consultant, or to another member of management. Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive. CEC amply demonstrates its commitment to employees by responding effectively to employee concerns. If employees disagree with established rules of conduct, policies, or practices, they can express their concern without fear of being penalized, formally or informally, for doing so in a reasonable business-like manner. Employees are instructed to talk to their supervisor first, as usually business problems can best be solved between the employee and their supervisor. However, if that is not possible or if problems still exist, employees may talk to a human resources consultant or to another member of management.

Employee Grievance Policy

Employee grievance procedure: "If you have a concern, discuss it with local management. You also have the option of reporting your concerns confidentially to the "Speak Up" line at (888) 310-9568 (USA toll free) or collect to (770) 613- 6319 (for International callers) which is available 24 hours a day, 7 days a week (p. 5, Code)."Should employees, faculty or members of the staff have concerns or complaints, the institution requires that they discuss the issue with the immediate manager, a member of the senior management team, Human Resources or the campus Regulatory Operations Consultant. If Human Resources or Regulatory Operations determines that an investigation is necessary, CEC's Compliance and Ethics Department will conduct a prompt



and objective investigation. Most employee complaints are resolved at the school level; however, if the situation is not resolved in this manner, the employee may contact Career Education Corporation's Human Resources or contact the "EthicsMatters" hotline by telephone or the website. EthicsPoint, an independent, third-party firm specializing in managing corporate ethics hotlines, operates the EthicsMatters hotline and website. This creates a separation between CEC and the person reporting the issue, providing a confidential, anonymous way to report concerns about ethical violations. CEC strictly forbids retaliation against any person who reports an ethics concern in good faith."

Student Grievance Policy

The student grievance policy is listed in the student handbook and on pages 123-124 of the Le Cordon Bleu College of Culinary Arts catalog. Students are informed of the policy in orientation and given a copy of the catalog and student handbook at that time. The publications are also updated and available on the student portal. Employee conduct and responsibilities are outlined in the Code of business conduct & ethics which includes sections on duty to report observed code violations and non-retaliation, among other things. It is reviewed and acknowledged upon employment with CEC and available on company intranet via connectEd. Grievances that cannot be resolved at the local level may be escalated as described below:

Many student complaints can be resolved through discussion with the appropriate instructor or staff member and the use of this grievance procedure, and we encourage students to make contact at the first indication of a problem or concern.

This section describes the steps the student should follow so that the problem can be fully and fairly investigated and addressed. The student will not be bound by any resolution unless the student agrees to accept it. If the student does not accept a proposed conclusion or resolution, then the student may pursue the matter in arbitration as provided for in the student's enrollment agreement. However, the student must pursue his or her claim through this grievance procedure first. Please note that this grievance procedure is intended for problems concerning a student's recruitment, enrollment, attendance, education, financial aid assistance, or career service assistance, or the educational process or other school matters. It does not apply to student complaints or grievances regarding grades or sexual harassment, which are addressed in other sections of this catalog. Le Cordon Bleu College of Culinary Arts and the student agree to participate in good faith in this grievance procedure. We will receive all information submitted by the student concerning a grievance in strict confidence and we and the student agree to maintain confidentiality in the grievance procedures. No reprisals of any kind will be taken by any party of interest or by any member of the Le Cordon Bleu College of Culinary Arts administration against any party involved. We will investigate all complaints or grievances fully and promptly. So long as the student pursues this grievance procedure to its conclusion, the period during which the student is pursuing this process will not count toward any statute of limitations relating to the student's claims.

Step 1 – Grievances or complaints involving an individual instructor or staff member should first be discussed with the individual involved. Grievances or complaints involving a policy or class should first be discussed with the individual enforcing that policy, the class instructor, or the Lead Instructor. Alternatively, the student may submit the complaint to the campus Director of Education.

Step 2 – If the matter is not resolved to the student's satisfaction in Step 1, the student may submit a written, dated and signed statement of the grievance or complaint and a description of the actions that have taken place thus far to the next level of authority directly or through the President.

Step 3 – If the matter is not resolved to the student's satisfaction in Step 2, the student's next step is to submit a written, dated and signed statement to the campus President. Within five (5) days of the President's receipt of the written statement, the President will arrange to preliminarily meet with the student to discuss the grievance, and the President will thereafter conduct an investigation, including providing the student with a full and fair opportunity to present evidence relevant to the matter. The President will render his/her decision in writing



within ten (10) business days after concluding his/her investigation, setting out the President's findings, conclusions, and reasoning. The President's decision will be final. The student's written complaint, together with the President's decision, will become a permanent part of the files of the parties involved.

General

This grievance procedure is designed to address problems promptly and without undue delay. In order to achieve that, the student must initiate Step 1 within ten (10) business days of the incident or circumstance(s) giving rise to the complaint, and must initiate each other Step within ten (10) business days after receiving a response or if more than twenty (20) business days have passed with no response. If the student fails to take any of the steps in this procedure within the required time frames, then the student will be deemed to have accepted the resolution last proposed by Le Cordon Bleu College of Culinary Arts. If the school fails to act within the time frames described in this procedure, then the student may elect to forgo any further steps in the grievance procedure and choose to go directly to arbitration as provided in the student's Enrollment Agreement. The time periods set forth in these procedures can be extended by mutual consent of Le Cordon Bleu College of Culinary Arts and the student.

Students may also contact the following agencies:

The Accrediting Council for Independent Colleges and Schools (ACICS)

750 First Street, NE Suite 980

Washington, DC 20002-4241

Phone: (202) 336-6780

The American Culinary Federation (ACFEFAC)

180 Center Place Way

St. Augustine, FL 32905

Phone: (904) 824-4468 or (800) 624-9458

A copy of the Commission's Complaint Form is available at the school and may be obtained by contacting the Executive Chef.

The student may also file a complaint directly with the Oregon Office of Degree Authorization at any time. The student may contact the Office of Degree Authorization Diallo for further details at:

Oregon Student Access Commission

Office of Degree Authorization

775 Court Street NE

Salem, Oregon 97301

2.7 Describe any plans for the improvement of the organization.

LCB Portland has organizational and departmental goals for 2013-2014. The College strategies and plans are created each year by the senior management team with a goal of supporting the corporate strategic plan. The College's mission, vision, goals, and strategies are reviewed annually with a goal of creating, modifying, and implementing departmental level action plans to support campus level strategies which in turn support corporate level strategies. The organizational goals are listed below. Each department also has their own goals that are outlined in the CEP.

**2013-2014 Campus Effectiveness Goals**

Based on the College's most recent outcomes assessments and our on-going evaluation of operations, needs and opportunities for further improvement the executive management team has set the following departmental goals for improvement. These are evaluated, adapted and changed on a quarterly basis.

Overarching Institutional and Le Cordon Bleu Goals**2013 Goals:**

- Ensure compliance in every facet of our business. No new material legal or compliance issues.
- Manage net promoter score(NPS) to year-over-year improvement.
- Employee development and talent management
- Improve retention of our students
- Increase operational efficiency/opportunity by completing facility redesign converting two classrooms to demonstration kitchens, adding three classroom, consolidating career services, adding a new student break room, adding a student computer lounge, and new office space for Academic leaders.
- Increase our leadership capabilities through successful completion of either culinary education group management training program and/or the CEC developing leadership academy, and by consistently demonstrating the ability to effectively coach and develop employees.
- Partner with regulatory operations and departmental training groups to ensure all employees are trained regularly on updates in policies and procedures and to also be a role model for adherence to all school and CEC policies and procedures.
- Deliver timely performance evaluations for employees with timely mid-year reviews, ensuring developmental goals for each employee are in place. Have regular meetings to monitor progress of performance goals.
- Maintain appropriate staffing levels for 2013 in conjunction with established workforce management principles and through appropriate planning based on budgeted as well as actual needs.

2014-2015 Goals:

- Online delivery for hybrid bridge programs to AAS and BA degrees.
- LCB/CTU Articulation Agreements: Associate to Bachelors, Bachelors to Masters
- Further integration of LCB operation and website to reflect LCBI campuses.

Currently, plans for improvement in the institution's organization are academic in nature. The College will continue to identify potential new program offerings and determine the viability of those programs.

The College reviews annually its mission, goals, and strategies with an eye to creating, modifying, and implementing department-level action plans in support of school and corporate strategies. Presently, LCB Portland does not plan any major changes to its organization.



3. ADMINISTRATION

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed record keeping enhances the management of the institution. In responding to the questions below, please consult Sections 3-1-300 through 3-1-303 of the *Accreditation Criteria*.

3.1. Who is the on-site administrator and what are that person's qualifications for this position?

Julia Brooks is LCB Portland's campus President and oversees the daily administration and supervision of the College. Individual department directors report directly to the President. Ms. Brooks has the education, experience, and training necessary to lead the College, oversee operations, and manage personnel and budgets. She began working with Le Cordon Bleu North America in 2000 in the finance area, then as campus President at Le Cordon Bleu College of Culinary Arts in Dallas in May, 2005, Le Cordon Bleu College of Culinary Arts in Austin in October 2005 and LCB Portland in October, 2010. She has a unique combination of talents well suited to the educational environment including a Bachelor's degree in Finance and work history in the land development, homebuilding, and entertainment industries.

3.2. How does the administration provide for continuous evaluation of the following functions:

a. Programs of study

Le Cordon Bleu Portland requests and analyses multiple stakeholders input in evaluation of its program of study. The three major stakeholders are: 1) our parent company, Career Education Corporation; 2) students, past, present and future; and 3) the employers of our graduates. There exists a strong relationship between the local campus, the culinary business unit, and Career Education Corporation that allows for many perspectives and deep evaluation. Career Education Corporation looks at programs from the top-down focusing business efficiencies and student outcomes. Student evaluation of programs is evident from the outset in the demand of programs. The market economy allows the College to clearly understand its programs demand. Enrolled students have the opportunity at the end of each course to evaluate the course they have just completed, and the faculty member under whom they were working. Graduates of LCB Portland programs are regularly surveyed for outcomes and satisfaction. Finally, employers are an integral part of the process of constant development of programs through: 1) Participation in advisory boards; 2) Participation in on-campus job fairs; 3) Employer surveys of both externship programs and long-term employment; and 4) Third party surveys of employers organized by Career Education Corporation.

The College relies on a program advisory committee that reviews and evaluates the program on a regular basis to assure that the program and faculty meet the most current training objectives in the hospitality industry. It also seeks the input of current industry experts, former culinary colleagues and its corporate partners to insure appropriate program objectives are maintained

The College evaluates its programs of study on an ongoing basis. Ultimately, the institution's placement and retention rates drive the evaluation of each program. Student evaluations of courses take place at the completion of each term and provide a forum for student voices regarding the program of study.

Lead Instructors and faculty have appropriate degrees, as well as professional credentials, in their respective fields. These individuals meet with professionals from the field in the form of advisory board panels to improve the educational program and update the curriculum

b. Student activity programs



The student services provided through the College are comprehensive in nature in that, throughout their time in the school, each department responsible for student services is available and constantly working towards providing additional resources and educating the student for greater success. We have three institutional surveys per year, three net promoter score (NPS) surveys per year, and course/instructor surveys every six weeks to continuously monitor the effectiveness of student services. Evaluation of each activity is based on the level of student participation and student feedback regarding the activities.

c. Guidance services

The College evaluates the effectiveness of guidance services through the assessment of retention rates, tutoring, and attendance records.

d. Financial aid services

The College evaluates financial aid services annually. To meet the requirements of Title IV funds administration established by the U.S. Department of Education, Almich and Associates, an independent accounting firm, conducts and submits yearly audits of the functions in financial aid. Financial aid staff receives training throughout the year to ensure that they understand changes in federal regulations.

Financial planning and budgeting is the primary focus of the student accounts department. The department meets with students as necessary to review their current financial status within the school Workshops and additional resources are provided to help students better handle their finances and prepare for their futures.

The financial aid operation has been relocated remotely to the corporate headquarters in Chicago, IL. Financial aid goes through a series of audits throughout the year that provide for continuous evaluation. All audits are conducted to assure that the area is complying with all rules and regulations to assist in developing alternative methods of conducting business.

e. Instructional procedures

The College monitors instructional procedures through student evaluations of each faculty member each term. The Director of Education and Lead Instructors examine the student evaluations and share the results with the faculty member. The College evaluates instructional methodologies through classroom observation performed by at least one faculty peer, Lead Instructor, or the Director of Education. New hires are observed twice in the first year, once during their first term, and once within the following six-month period. Returning faculty members are observed annually. The College conducts annual performance reviews for all faculty members.

On-going evaluation of classroom skills occurs through regular review of student end of course surveys, classroom observations, peer reviews and general student satisfaction surveys. The Director of Education reviews the surveys and discusses them with instructors and takes corrective action when necessary.

Faculty members are assessed regularly through announced and unannounced classroom observations and regular student course surveys. A formal evaluation is completed annually, with a semi-annual review to determine progress and attainment of goals. Faculty members with deficiencies are addressed by school administrators to determine an action plan for improvement. Faculty members are typically assigned to take on-ground or online classes dealing with the situation that has been identified

f. Instructional resources

Industry trends and recommendations from the program advisory boards determine instructional resources. Instructional resources include trade publications, web site access, DVDs, magazines, and other learning and teaching material. Classroom tools, which include textbooks, software, and



coursework, are evaluated through educational outcomes, course evaluations completed by students, observations, and research of educational and industry trends. The regional librarian, in collaboration with faculty, is responsible for the evaluation and procurement of resources to support each academic program. Library materials are selected to support the curricula of the College with regular monthly acquisitions spread among all academic programs. The regional librarian works in conjunction with faculty to select materials that are accurate, current, and relevant. Similarly, the college strives for a balance across areas of instruction and formats of materials. Materials are available in a variety of formats (print, video, and on-line) to meet different user needs and include books, pamphlets, clippings, posters, menus, periodicals, videos, and Internet-based resources. The Director of Education is responsible for the evaluation and procurement of resources to support each academic program.

3.3. What evidence is on file to verify degrees of professional staff whose degrees are listed in the catalog?

For those faculty members listed in the catalog, official transcripts are kept in their personnel files located in the culinary management office. A routine part of the hiring process of faculty members is to conduct a background check, with new employee authorization, to validate information provided in the employment process. In addition, a careful evaluation of all academic transcripts is done to ensure that education qualifications have been met as required for earned degrees and credit hours. Official transcripts from all previous college work must be received before an instructor is allowed to teach. The College requires official documentation in the following areas:

- Verification through background check of previous employment and work experience
- Professional references which attest to prior practical work experience, training, along with skills and professionalism
- On-file official copies of college transcripts in each faculty member's personnel file
- On-file official copies of certifications, licenses in each faculty member's personnel file

3.4. What records are kept relative to the following areas:

a. Financial aid activities

The financial aid office keeps financial aid documents, including FAFSA results, entrance counseling, exit counseling, authorization forms, verification documents, award letters, loan documents, and payment plans. They are kept in either electronic or hard copy format. To track the students' progress in CampusVue, the financial aid office also keeps records of all comments and contacts arising from communications with each student.

Official financial records of previous students are maintained electronically in the permanent electronic records of the school. Currently the paper records are maintained for a minimum of five (5) years past graduation or withdrawal date, in fireproof cabinets.

The following is a list of records that, if applicable will be found in every students financial aid file: Estimated financial plan, budget sheets, dated award letter, class schedule, living expense program criteria, living expense request letter, student budget for living expenses, Parent Plus loan results, alternative loan results, verification worksheet(s), signed copies of student/spouse and/or parent tax returns, entrance/exit interviews, VA Chapter 30 application and/or certification, VA form DD214, 22-1990, and/or certification, scholarship information, enrollment agreement.

b. Admissions

The following is a list of records that, if applicable will be found in every student file: enrollment agreement, application, copy of application fee receipt, release of liability, student information record, acceptance letter, high school or GED transcript, official college transcript, and signed student disclosure.



The enrollment coordinator obtains copies of all proof of graduation and those documents are scanned to central processing and files are audited by admissions and academic. Copies of these documents for any student who begins a program of study at LCB Portland are maintained in the registrar's office. Cancelled students documents are kept on-site for 1 year and off-site for an additional 5 years. When the student completes the enrollment process, they receive a copy of the signed enrollment agreement for their records.

c. Curriculum

A detailed syllabus is developed and maintained for each class, and an academic credit analysis (ACA) is maintained for each program. The College's program curriculum and instructional outline/syllabi are developed by the culinary education group. Copies are kept electronically on a shared drive on a secure server for the academic department.

The instructional outline/syllabi are consistent for all courses offered with respect to format and required content. The curriculum is designed specifically to prepare students for employment in the international hospitality industry. Since the program is culinary and hospitality in nature, relevant industry standards are essential with research and evaluation conducted with potential employers in the culinary/hospitality industry.

d. Guidance

Satisfactory Academic Performance (SAP) is conducted each module and records are maintained in a SAP binder by the Registrar summarizing who and when the advising was conducted. Individual plans and documentation are maintained in the student's academic file. The documentation of student sessions is recorded as follows:

- Satisfactory academic performance
- Academic advising form
- Incident reports
- Progress reports
- Every 6 weeks grades are posted, depending on session length
- Notify students in writing if failure.
- Schedule academic advising session
- Every 12 weeks there is a quarterly review of student academic a performance.
- Academic advising session with the academic department to create a plan of action.

The career services department conducts an exit interview with each graduate. Confirmation of job employment information is conducted by contacting the identified employer and confirming the information provided by the student (graduate). This information is then placed in the student information database.

e. Library or instructional resources

The Regional Librarian maintains an inventory of library resources that is updated as materials are acquired. The Facilities/IT Manager maintains an inventory of all computers and audiovisual equipment. Library materials are selected to support the curricula of the College with regular monthly acquisitions spread among all academic programs. The regional librarian works in conjunction with faculty to select materials which are accurate, current, and relevant. Similarly, the regional librarian strives for a balance across areas of instruction and formats of materials. Requests and recommendations for materials are solicited and submitted in writing or via email. New materials are acquired in anticipation of emerging classes. Materials are available in a variety of formats (print, video, and on-line) to meet different user needs and include books, pamphlets, clippings, posters, menus, periodicals, videos, and Internet-based resources.



The library resource center is allocated an annual budget through which materials are added regularly. New resources are acquired on an on-going basis in response to faculty and student requests, needs identified by the regional librarian, and recommendations published in industry review resources. Materials are added in all media, including books, periodicals, videos, and pamphlets. Subscription databases in the CECybrary are also evaluated regularly with new resources added throughout the year.

f. Instructional supplies and equipment

LCB Portland's education department maintains records of instructional supplies and equipment needed for classroom use. According to the type of instructional supply or equipment, the Director of Education or Lead Instructors maintain these items. The College's facilities department maintains furniture, furnishings, and equipment. The records include inventory, as well as maintenance data.

The College relies on a program advisory committee that reviews and evaluates the program on a regular basis to assure that the program and faculty meet the most current training objectives in the hospitality industry. It also seeks the input of current industry experts, former culinary colleagues and its corporate partners to insure appropriate program objectives are maintained.

The College consults with experts in the industry to determine that the instructional materials and equipment are sufficient in quantity, as well as keeping internal inventory records of equipment and materials. The academic department works closely with the admissions department to insure that quantities of training material are sufficient to meet student needs and training objectives.

The College follows current OSHA standards and uses National Safety Foundation approved equipment to provide properly maintained equipment with proper safety devices to students in the program. The College also has a preventative maintenance contract with Portland Refrigeration-PM for refrigeration and ice machines and Chef Mechanic-PM for kitchen equipment to insure equipment is maintained according to the manufacturer's specifications.

g. School plant

LCB Portland records include copies of blue prints and mechanical drawings, inspection records, machine leases or contracts, disaster plans, incident reports, occupancy permits, inventories, machine leases or contracts, and maintenance and repair records.

The LCB Portland facility measures 39,000 square feet. The College has nine kitchens: six for production, two for demonstrations, and one for the restaurant Technique. We also have four lecture rooms, and a computer lab/library.

All inspections confirm that our facility meet fire, safety, and sanitation standards that are required by regulatory authorities. As our facilities are leased, we are inspected regularly by banks, property managers, and property owners. We are also inspected annually by Multnomah County Fire department, which is usually unannounced since it is setup through the landlord, Bill Naito Company.

h. Faculty and staff

LCB Portland maintains records for faculty and staff, including information regarding employment, payroll information, benefits information, pre-employment information, signed acknowledgements, training certificates, and the data sheet for staff and faculty members. Employment information includes items such as offer letters and performance reviews. Payroll information includes items such as tax forms, any direct deposit forms, applicable salary change forms, and any garnishment information. Benefits information might include items such as applicable tuition assistance paperwork or applicable family status change forms. The records in an employee's personnel file also depend on the types of benefits in which the employee has enrolled or is participating. The College also maintains for staff and faculty I-9 forms, personal data forms, signed job descriptions, resumes, performance reviews, Equal Employment Opportunity forms, and veterans declaration forms.



Faculty files include transcripts for all degrees listed, a faculty development plan and supporting documentation, faculty observations, and applicable certifications.

The College keeps records on training, online professional development, in-service activities, qualifications, employment files, course and instructor surveys, and faculty and staff meetings. The College has emphasized continuous improvement for faculty and administrative staff through ongoing, continuous communication and training. Faculty members and the staff of the academic department meet regularly to review various policies and procedures to ensure consistency in application and understanding throughout the college. Faculty meets weekly to review information, partake in various training activities and planning sessions.

Additional In-service training has been scheduled with an activity encompassing team building exercises as well as class room management training by experienced educators. Additionally, faculty development has been enhanced with CEE/Max Knowledge online sessions. All faculty members have completed three sessions in 2012 and are scheduled to complete three in 2013. These sessions were developed especially for culinary educators and focus on teaching techniques, instructional methods, dealing with diversity, curriculum and student relations.

On-going evaluation of classroom skills occurs through regular review of student end of course surveys, classroom observations, peer reviews and general student satisfaction surveys.

i. Student activities

Documents maintained by the College regarding student activities might include copies of fliers or promotions, sign-in sheets or participant information, photographs, articles, and the like that are related to the events. These documents are housed in the computer lab/library or with the Lead Instructors.

j. Student personnel

The College maintains employment records for student personnel that includes the following information: Hiring, compensation and benefits, and work performance information.

k. Campus Accountability Reports

The College maintains a copy of the submitted campus accountability report (CAR) and reports from its database, Campus Vue, which supports the data reported on the CAR. The College maintains this information (campus to specify one or the other) electronically or in a binder for reference.

3.4.1 Describe how student files are maintained and organized. If students records are maintained electronically, describe the system.

The College organizes its student files electronically in the its secure student database, CampusVue, and in hard copy format. Records maintained in electronic format in Campus Vue, including grades, attendance, financial aid and account information, personal contact information, and materials concerning student student advisement matters. Student hard copy files are stored in alphabetical order in file cabinets. Each student has an individual file folder that may contain their original enrollment agreement, academic advisement records (for students on satisfactory academic progress notation), course schedule change documentation, internship/externship documentation (if applicable), transfer and proficiency credit documentation, and copies of correspondence sent to students.

Student records are maintained in fireproof cabinets by the Registrar and career services department. In addition, all data is permanently stored electronically on corporate servers with redundant backups. A process is currently in place for financial documents to be scanned and permanently stored in this manner as well. Scanning of the permanent academic student file began in late 2010 to reduce the need for paper storage of these permanent records.



An official transcript is maintained electronically for each student. The transcript provides a complete record of all course grades and credits earned. LCB Portland will supply official transcripts to whomever the student or graduate designates. Official transcript records of previous students are maintained electronically in the permanent electronic records of the school. Currently the paper records are maintained for a minimum of five (5) years past graduation or withdrawal date, in fireproof cabinets.

- 3.5. If applicable, what specific testing records and academic and career advising records are maintained by the campus for students admitted under an ability-to-benefit determination? Insert the analysis of the campus study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.

Not applicable. LCB Portland does not admit ability-to-benefit students.

- 3.6. What procedures are used to obtain evidence of high school and/or college graduation or equivalency certificates with scores?

The procedure used to obtain evidence of high school and/or college graduation or equivalency involves the submission of transcript request forms to the high school or college where the records are located. Enrolled students may also provide evidence of high school graduation or equivalency directly to the College. For transcripts used by the institution to evaluate the transfer credits, the College requests that official transcripts be sent to the school.

The Enrollment Coordinator obtains copies of all proof of graduation (POG) documents. These documents are scanned to central processing and are audited by the admissions and education departments. All foreign documents are sent to either Educational Perspectives for evaluation. If the documents need to be translated, translation services can be requested as well.

- 3.6.1 Describe the procedures in place to verify that the credential earned is from a recognized/legitimate institution and not from a "diploma mill."

If the College has reason to believe that a diploma or other proof of high school graduation is not valid or was not obtained from an entity that provides secondary school education or its equivalent, the U.S. Department of Education requires the institution to review the diploma or other POG. Upon receipt of the evidence of high school and/or college graduation or equivalency certificates, the Enrollment Coordinator reviews for legitimacy. CEC's Regulatory Operations Academy provides training to these individuals about POG requirements. In addition, CEC maintains a Sharepoint site that houses lists of unacceptable and acceptable colleges.

These lists are not all-inclusive, and those institutions not on one of these lists will be reviewed for validity. Any employee who is uncertain if a high school diploma meets the criteria for high school graduation must submit their inquiry and supporting documentation about an College for review on Sharepoint.

The Sharepoint site also houses additional POG review resources such as FAQ's, a POG manual and an institution review checklist.

- 3.7. What grading system does the campus employ to indicate student progress?

The following is the grading system utilized by LCB Portland. It is located on page 111 of the Le Cordon Bleu College of Culinary Arts 2013-2014 catalog:

Grade reports are available to students online through the Student Portal at the completion of each module. Course grades are based on the quality of work as shown by written tests, laboratory work, papers, and projects as indicated on the course syllabus. Earned quality points are calculated for each course by multiplying the quality point value for the grade received for the course times the credit hour value of the course. For example,



a 4.0 credit course with a grade of 'B' would earn 12.0 quality points [credit value of course (4) times quality point value of 'B' (3)]. The Cumulative Grade Point Average (CGPA) is calculated by dividing the total earned quality points by the total credits completed:

GRADE SCALE

Letter Code	Description	Included in Credits Earned	Included in Credits Attempted	Included in CGPA	Quality Points
A	A	Yes	Yes	Yes	4.00
B	B	Yes	Yes	Yes	3.00
C	C	Yes	Yes	Yes	2.00
D	D	Yes	Yes	Yes	1.00
F	F	No	Yes	Yes	0.00
I	Incomplete	No	Yes	No	n/a
W	Withdrawn	No	Yes	No	n/a
AU	Audit	No	No	No	n/a
P	Pass	Yes	Yes	No	n/a
TC	Transfer	Yes	Yes	No	n/a
PR	Proficiency Credit	Yes	Yes	No	n/a
L	Leave of Absence	No	No	No	n/a

3.7.1. What is the unit of credit (semester, quarter, or trimester) used or clock hour?

Quarter credits.

3.7.2. How does the campus ensure that a transcript is maintained for each student?

An official transcript is maintained indefinitely in a live electronic file located in the College's Campus Vue database. It is fully accessible in either an official or unofficial capacity. A printed official transcript is maintained in the student's file upon graduation.

Student files that are currently being utilized as well as graduate and withdrawn are stored in the designated file room. The individual file cabinets and the file room are always locked except when being used. The file room is safe from theft, fire, or other possible loss. Career Education Corporation in Schaumburg, IL completes daily backup of all CampusVue files. The local area network is backed up daily and stored by the Information Technology department. Only IT personnel has access to the IT office which remains locked when no one is present. Weekly backups are performed on Mondays and the backup files are stored safe in two separate offsite locations.

3.7.3. How is the grading system explained on the student's transcript? Is it consistent with the campus catalog?

The grading scale and catalog language are printed on the back of the student's official transcript. The grade scale that is listed on the back of the student's transcript is consistent with the grade scale that is listed on page 111 of the current student catalog. The detailed explanation on the back of the transcript includes information about our accreditation, units of credit and academic year, course numbering, repeat policy, grade point average and authenticity. In addition, grade reports are available to students on the student portal at the



completion of each 6 week block. Grades are based on the quality of work as shown by written tests, lab work, term papers, and projects as indicated on the course syllabus. Earned quality points are calculated for each course by multiplying the quality point value for the grade received for the course times the credit hour value of the course. The Cumulative Grade Point Average (CGPA) is calculated by dividing the total earned quality points by the total credits completed. Le Cordon Bleu College of Culinary Arts in Portland utilizes a quarter credit based system. One quarter credit is awarded for 10 hours of lecture, 20 hours of lab, and 30 hours of externship, or any combination thereof. A grading key is included on the back of all official transcripts to explain what grading system was being used at the time the student attended. This transcript language is consistent with the Le Cordon Bleu College of Culinary Arts 2013-2014 catalog.

3.8. How are records and reports (e.g., student, staff, financial) housed so that they are safe from theft, fire, or other possible loss?

Student academic files are kept in locked, fire safe filing cabinets at LCB Portland. Only the Associate Registrar and other key members of management have access to the files.

Staff human resources files are housed in locked, fire safe filing cabinets at LCB Portland in locked cabinets. Only authorized individuals have access to the files.

Faculty files are housed in locked, fire safe cabinets at LCB Portland. Only the Campus President, Business Office Manager and the Director of Education have access to the files.

Financial aid files for current students are kept in locked, fire safe file cabinets at LCB Portland. Only the campus President, Business Office Manager and the Director of Education have access to the files.

Graduates and withdrawn student files are kept in a locked storage file room where only financial aid personnel have access to the files.

Student, faculty, and staff who are no longer active are maintained in locked, fire safe filing cabinets at LCB Portland.

The College maintains a sprinkler system in the event of a fire and secures its files in fire safe filing cabinets or fire safe rooms.

3.8.1 If the campus utilizes computerized record keeping, what are the back-up procedures?

CEC backs up daily (in the evening) the entire CampusVue database for all of its ground and online institutions. These full backups are saved for 2 days on disk. at which time the files are saved to tape and retained indefinitely.

In addition, there are transaction log file backups that are saved every fifteen minutes. These transaction files allow the College to recover the CampusVue database to a specific time.

3.9. How long are student records maintained by the campus?

The College maintains student records, inactive files, and student transcripts indefinitely.

LCB Portland follows the corporate record retention policy for all records and maintains student transcripts indefinitely. Student records are maintained indefinitely for graduates, withdrawn students, and active students. Files are kept on campus for 2 years and sent to an offsite storage facility after that time.

3.10. Describe any plans for improvement in the administration.

LCB Portland has key management team members in place and the school focuses on continuing education both for the employee and student. The institution participates in appropriate professional development training



activities hosted by Career Education Corporation, the United States Department of Education, guarantors, lenders or any other appropriate organization. In addition, training opportunities are made available through in-service training. Career Education also provides tuition reimbursement assistance for employees continuing their college education.



4. RELATIONS WITH STUDENTS

An institution's methods of attracting and retaining students often are subject to scrutiny and are of considerable concern to the public, to other educational institutions, and to the Council. An institution's recruitment efforts should be devoted to locating and informing students, in a professional and dignified manner, who the institution can best serve. Recruiting practices contribute to an institution's image. Each institution also should strive to ensure that its financial relations with students reflect the highest ethical standards and are in conformance with all state and federal laws and regulations. Each institution is required to develop a program of student personnel services that is consistent with its stated mission. Such services should support the educational program and reflect the institution's concern for the welfare of the student. In responding to the questions below, please consult Sections 3-1-400 through 3-1-442 of the *Accreditation Criteria*.

ADMISSIONS AND RECRUITMENT

4.1 What is the admissions policy?

As outlined in on page 89 of the Le Cordon Bleu College of Culinary Arts 2013-2014 catalog. Students should apply for admission as soon as possible in order to be officially accepted for a specific starting date. All applicants are required to complete a personal interview with an admission representative, either in person or by telephone, depending upon their distance from the school. Parents and/or significant others are encouraged to attend. This gives the applicants and their families an opportunity to see and learn about the school's equipment and facilities and to ask questions relating to the school's curriculum and career objectives. Personal interviews also enable school administrators to determine whether an applicant is a strong candidate for enrollment to the program.

The following must be completed at the time of application:

- Personal interview with an Admissions Representative
- Complete an Application form
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is under 18 years of age, the Enrollment Agreement must also be signed by a parent or guardian).
- Payment of enrollment fee

The school reserves the right to reject applicants if the items listed above are not successfully completed.

The policy stated above does not differ based on the credential awarded or the program of study.

4.1.1 Does the policy differ based on the credential awarded or program of study?

No,

4.1.2 Explain how the admissions policy adheres to the institution's mission.

The LCB Portland Mission Statement:

Le Cordon Bleu College of Culinary Arts is an institution of higher learning for students who share a passion for the culinary and hospitality arts. We are dedicated to providing quality career education that integrates the classic culinary curriculum of Le Cordon Bleu in combination with modern technology and innovation in global cuisine.



This is in alignment with the admission policy specifically through statements in the admissions policy such as "This gives the applicants and their families an opportunity to find out more about the school's equipment and facilities and to ask questions relating to the school's curriculum and career objectives." Personal interviews also enable school administrators to determine whether an applicant is a strong candidate for enrollment into the program. Through proper expectation setting while providing all specific course and campus regarding programs, tuition and fees, financing and curriculum, prospective students are able to make well informed choices about their desire to attend LCB Portland. Additionally, they are able to guide prospective students through the required steps for admissions, facilitating contacts between all other relevant departments in order to allow applicants to begin classes as soon as possible

- 4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?

Not Applicable. LCB Portland does not enroll ability-to-benefit students.

- 4.3 What records are maintained by the campus to reflect the basis for the admission of each student?

The application for admission, enrollment agreement, and receipt for payment are the primary documents maintained by the institution reflecting the basis for admission into the school. Additional documentation is maintained as part of the admissions process for all students, such as the student disclosure forms, graduation rate disclosure form, release of information. Documentation such as the Washington state addendum and/ or criminal conviction form may be maintained as applicable

- 4.4 Describe the student recruitment program.

The student recruitment program starts with prospective student inquiries received in response to various promotional programs. Marketing efforts are focused primarily on the Le Cordon Bleu North America website and are augmented by national television commercials, internet advertising, direct mail advertising, a high school presenting program and specialty events. Prospective students contact the school after conducting internet research, or in response to advertisements. In the case of the high school presenting program, the student completes an information card. Once this information is received by the admissions representative at the school, he or she contacts the prospective student to set up an appointment for an interview. During the interview process, the representative explains the programs and features. If on-site, the representative conducts a tour of the campus. This is an opportunity for the prospective student to decide if the school is the right fit for them, and for the admission representative to evaluate the student's commitment to attend the school.

If both parties decide that the prospective student should enroll, he or she fills out and signs the application/enrollment agreement and pays a \$50 application fee, which is submitted for processing. Throughout the enrollment period, the students are encouraged to stay connected to the school through frequent communication between the student and various school departments. This contact is primarily done with their admission's representative, but could also include financial aid, student management and academic staff. During the process, the student is expected to complete a financial plan, stay committed to the program, and prepare to start classes and stay in classes once started.

- 4.5 Describe how admissions representatives are trained, compensated, and monitored.

Admissions representatives receive ongoing training on basic enrollment techniques, including appointment setting, how to give qualifying interviews, and how to stay connected to their students once they enroll. Admissions representatives are also trained regularly during product knowledge sessions, learning about different departments, the academic programs and the student services offered at the College. The admissions management monitors deficiencies in performance on a daily basis and trains in areas as needed. Admissions representatives are compensated by salary.

- 4.6 Describe the policies and procedures regarding incoming transfer of credit.



The policies regarding incoming transfer of credit can be found on page 109 of the Le Cordon Bleu College of Culinary Arts 2013-2014 catalog and are outlined below:

Transfer of credit is always at the discretion of the school and generally depends on the comparability of curricula and may depend on comparability of accreditation. Students who previously attended an accredited college or university may be granted academic and financial credit, at the sole discretion of Le Cordon Bleu College of Culinary Arts, if the courses taken at the previous school are determined by Le Cordon Bleu College of Culinary Arts to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts. To be considered for transfer or credit the following criteria must also be met:

1. Credit hours which a student requests to transfer to Le Cordon Bleu College of Culinary Arts must have been earned in courses offered at a school that has been accredited by a U.S. Department of Education recognized accrediting agency or foreign equivalent.
2. Only those credits with a minimum grade of "C" or its equivalent will be considered for transfer.
3. The determination of credits accepted for transfer to Le Cordon Bleu College of Culinary Arts shall be made by the Director of Education, or designee.
4. Students seeking to transfer credit are responsible for having official transcripts forwarded to Le Cordon Bleu College of Culinary Arts for review no later than six (6) weeks from the start date of their program. Exceptions to the six (6) week time frame may be granted in extenuating circumstances.
5. The maximum number of credit hours allowable for transfer into the Le Cordon Bleu Culinary Arts or Patisserie and Baking Programs shall be 25% of the total credit hours required unless otherwise limited by state and/or accrediting agencies.
6. Le Cordon Bleu College of Culinary Arts may accept up to 75% of the total credit hours required from any other Le Cordon Bleu affiliated school unless otherwise limited by state and/or accrediting agencies.

4.6.1 Where are these policies and procedures published?

The transfer of credit policy is located on pages 109-110 of the Le Cordon Bleu College of Culinary Arts 2013-2014 catalog.

4.6.2 Describe any articulation agreements with other institutions.

The College has an articulation agreement with Le Cordon Bleu College of Culinary Arts in Scottsdale, Arizona for its online program offerings.

4.6.3 Describe where the campus publishes a list of institutions with which it has established the agreements.

Articulation agreements are published on the Chefs.edu website.

4.6.4 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered.

When students inquire about articulation agreements, they are directed to the page 91 of the Le Cordon Bleu College of Culinary Arts 2013-2014 catalog and the "about us" section of the Le Cordon Bleu website, www.chefs.edu. They are also directed to review detailed information regarding transferability of credits in the programs offered on pages 109 – 110 of the school catalog. 1

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS



- 4.7 Who administers the standards of satisfactory academic progress (SAP) for the campus and what are this individual's qualifications to administer SAP?

Chef Matt Kuerbis is the Director of Education for LCB Portland. Mr. Kuerbis holds a Master's degree in Education from Portland State University in Portland, OR and a Bachelor of Arts in Environmental Conservation from the University of Colorado in Boulder, CO. Mr. Kuerbis has been employed with the College since June of 2004 and has held various positions as an instructor, Department Chair, Executive Chef, and Director of Education. He has held various levels of kitchen positions throughout the 7 year period he worked in the restaurant industry prior to his 10 years at Le Cordon Bleu.

- 4.8 How does the campus determine if a student is making satisfactory progress according to the policy?

Standards of Satisfactory Academic Progress:

All students must maintain satisfactory academic progress in order to remain enrolled at the school. Additionally, SAP must be maintained to continue receiving federal financial assistance. SAP is determined by measuring the student's CGPA and the student's rate of progress toward completion of the academic program.

Students must meet minimum CGPA requirements at specific points during their enrollment in order to be considered making SAP. These requirements are noted in the tables below. These will be reviewed every 12 weeks, after grades have been posted, to determine if the CGPA is in compliance. Once students reach a review point, they must maintain the minimum CGPA for that level at the end of each block until such time as they reach the next level of review.

Associate Degree Programs	Minimum CGPA required
After Attempting 1-15 credits	1.0
After attempting 16-45 credits	1.5
After attempting 46-graduation	2.0
(Or max allowable credits reached)	

Certificate Programs	Minimum CGPA required
After attempting 1-15 credits	1.5
After attempting 16 credits-graduation	
Or max allowable credits reached	2.0

Warning and Probation

At the end of each calculation block, twelve (12) weeks, after grades have been posted, each student's GCPA and rate of progress is reviewed to determine whether the student is meeting the requirements.

Students in the Degree programs(s) will be placed on Warning immediately after the first block in which the CGPA or the rate of progress falls below the values specified in the table below. At the end of the next block,



the student will be removed from Warning and returned to regular status if he or she meets or exceeds the minimum standards or will be placed on Probation if he or she continues to fall below the specified values.

Students in the Certificate program(s) will be placed on Probation immediately after the first block in which the CGPA or rate of progress falls below the values specified in the table. At the end of the next block, the student will be removed from Probation and returned to regular status if he or she meets or exceeds the minimum standards.

Students on Probation will be evaluated at the end of their next block of monitoring. A student who raises their CGPA and rate of progress at or above the minimums will be removed from Probation and returned to regular status. If a student does not meet the minimum CGPA or rate of progress requirements at the time of evaluation, the student will be dismissed from Le Cordon Bleu College of Culinary Arts.

If at any point it can be determined that it is mathematically impossible for a student to meet the minimum requirements, the student will be dismissed from the school.

Notification of academic dismissal will be in writing. During the periods of Warning and Probation, students are considered to be making satisfactory academic progress and remain eligible for financial aid.

Students on Warning and Probation must participate in academic advising, as deemed necessary by the institution, as a condition of their academic monitoring with a member of the Academic Advising team, consisting of the Director of Education and the Lead Instructors.

A student who fails satisfactory academic progress after being placed on probation will be academically dismissed. The student is placed on a pending dismissal status and may appeal the dismissal. Dismissed students will be allowed to continue attending class until a final decision is rendered by the Academic Review Committee. Any appeal must be submitted in writing to the Academic Review Committee within five (5) days of the date of the letter informing the student of their status. The student must explain what circumstances contributed to the academic problem and what plans the student has to eliminate those potential problems in the future. The decision of the committee is final and may not be further appealed.

A student who does not complete the prior term who was academically dismissed may apply for reinstatement with a written request to the Director of Education. The request should be in the form of a letter explaining the reasons why the student should be readmitted. Students may be required to wait at least one term before they are eligible for reinstatement.

Rate of Progress Toward Completion Requirements

In addition to the CGPA requirements, a student must successfully complete at least 67% of all credits attempted in order to be considered making satisfactory academic progress. Credits attempted are defined as those credits, for which students are enrolled and have incurred a financial obligation.

Attendance is verified by the instructors daily and monitored by the Registrar's office and Lead Instructors. Student progress during the term is monitored by the Lead Instructors and the Director of Education. Students on academic probation have an academic contract that may require them to meet with a member of the academic team or their academic advisor periodically during the term to more closely monitor their academic progress. Students on Probation are advised by the Director of Education and are monitored by the Director of Education, Lead Instructors, and the Associate Registrar. Students not making SAP are reviewed at the Student Status Meeting each week to keep all necessary parties informed regarding a student's progress while on SAP.

The term GPA and Rate of Completion are automatically calculated by the school's CampusVue student records system. The registrar runs a preliminary SAP list once all grades are posted for the term to assess the students on the list and ensure the rate of progress and GPA calculations are correct.



4.8.1 Who reviews the student's records and advises the student?

The Director of Education, Lead Instructors, and the Associate Registrar review the students records and advise the students.

4.8.2 Who monitors probation?

The Director of Education, Associate Registrar, and Regional Registrar

4.8.3 How is attendance verified?

Attendance is tracked on a daily basis. Each faculty member is required to post attendance through CampusVue. Each day faculty members can enter attendance after 50% of the class has been completed. If attendance is not posted the Associate Registrar will remind the faculty member to post attendance the next day.

4.8.4 How is the cumulative GPA and percentage of successful course completion verified?

The Director of Education reviews each students GPA and credits successfully completed before they are moved to graduate status in CampusVue.

FINANCIAL RELATIONS4.9 If the institution sponsors *institutional* scholarship, grant, or loan programs, describe them and provide how they are publicized.

There are currently several scholarships and grants listed on pages 95-101 of the Le Cordon Bleu College of Culinary Arts 2013-2014 catalog. Student competitors prepare and present an example of work to a panel of judges. The judges vote for those that meet the criteria of the competition and award based on who has presented or performed to the criteria of the competition at the highest level. The scholarship competitions are typically advertised in the College catalog, the student portal, student common areas, hallways and classrooms.

4.10 What evidence does the campus have that demonstrates the tuition, fees, and other charges for all students who enrolled at the same time and in the same program are consistent. If they are not consistent, explain.

Changes in tuition and fees are uniformly administered by program, based on effective dates and outlined in the catalog addenda. Student enrollment agreements are on file demonstrating student charges.

4.11 What are the refund policies and procedures?

Upon withdrawal, the student is obligated to meet tuition costs for services rendered. Students are eligible for a refund of excess Title IV funds in compliance with federal guidelines. Funds are released within 14 days of receipt unless otherwise stated by signing the authorization to retain funds. When a student exits school, funds are returned to lenders and/or students based on regulatory guidelines, student preference, earned eligibility, and highest interest rates. Funds being returned go to the highest interest first then the second highest and so on. Institutional refund calculations are completed both in the accounting department as well as in central processing.

The refund policy as outlined on page 102 of the Le Cordon Bleu College of Culinary Arts 2013-2014 catalog is as follows: The refund schedule is applicable both to the student and Le Cordon Bleu College of Culinary Arts. Upon withdrawal the student is obligated to meet tuition costs for services rendered within the time limits provided in the text of the policy. Le Cordon Bleu College of Culinary Arts is obligated, upon student withdrawal, to meet refund payments for services not received by the student as provided in the text of the policy. Le Cordon Bleu College of Culinary Arts is required by Oregon and Washington law to use and print the policy below:



1. If an applicant is not accepted, all monies paid by the applicant will be refunded.
2. An applicant or student may terminate enrollment by giving written notice to the school.
3. If termination occurs within five (5) business days of enrollment and prior to student attendance, all monies paid shall be refunded less any direct charges for books and supplies not returned or returnable to Le Cordon Bleu College of Culinary Arts. If termination occurs after five (5) business days of enrollment and prior to student attendance all monies paid shall be refunded with the exception of the application fee and less any direct charges for books and supplies not returned or returnable to Le Cordon Bleu College of Culinary Arts.
4. Students who have not visited the school can withdraw without penalty within three (3) days of:
 - a) Regularly scheduled orientation, or
 - b) A tour of the facilities and equipment.
5. In the event that a student shall terminate his/her attendance prior to his/her scheduled completion date, the student shall in no case be obligated for more tuition payments than listed in this section. The policy shall apply to all terminations, for any reason, by either party. In all cases, the refund will be calculated from the last date of attendance.
6. Le Cordon Bleu College of Culinary Arts reserves the right to cancel or reschedule a starting class if the number of students enrolled is deemed insufficient. Le Cordon Bleu College of Culinary Arts will consider such cancellation a rejection and all monies paid by the student will be refunded.
7. If termination occurs more than five (5) business days after enrollment or after student attendance, the student who withdraws from the program is only obligated for the days attended within a payment period. A payment period at Le Cordon Bleu College of Culinary Arts is approximately 15 weeks in length (except for a final billing period that represents the remainder of the program and may be significantly shorter). The student will be refunded the pro-rata share of the tuition charged for the payment period based on the days not attended within the payment period. There are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then later withdrawals. In addition, there are no refunds on books and/ or supplies provided to the student, or fees charged for any student who starts classes at the College and then is later dismissed for any reason. Portland: Refund Schedule Based on days attended in the payment period. Pro-rata refund up to 100%

4.12 What are the qualifications of the financial aid officer?

Kathryn Stone is the campus financial aid officer who achieved her Bachelors of Arts in English from the University of California, Los Angeles in 2000. Ms. Stone has worked for Le Cordon Bleu since June 2004 in various roles including the Business Office Manager, Controller, Director of Student Finance, Senior Financial Aid Administrator, Senior Tuition Planner and Tuition Planner. Prior to working at Le Cordon Bleu, Ms. Stone worked as an Account Executive for Infinity Broadcasting in Portland, Oregon.

4.12.1 In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?

The entire financial aid team attends regular online trainingsessions from our parent company, Career Education Corporation (CEC). All team members have access to IFAP, NASFAA, WASFAA and OASFAA web sites (which provide financial aid training via the sites), the guarantee agencies and servicing agencies. The Business Operations Manager also attends al training sessions with the Veterans Affairs administration, OASFAA and CEC student aid solutions group.



- 4.13 If applicable, describe the system for counseling students regarding their student loan repayment obligations.

Students are provided a tuition planning overview with a brief synopsis of the financial aid process following enrollment. The students complete required documents as applicable, including, but not limited to, direct lending Stafford loan entrance and exit counseling. Tuition Planners continue to discuss the loan process and responsibilities of the borrower until the student has determined what resources will be used to fund his or her education.

- 4.13.1 What is the cohort default rate for the last three years?

Year: 2009 Rate: 12

Year: 2010 Rate: 13.6

Year: 2011 Rate: 15.1

- 4.14 If applicable, describe the cash discount policy and provide evidence that it has been approved by the Council.

Not applicable.

STUDENT SERVICES

- 4.15 Describe how the campus provides orientation for new students.

New Student Orientation is organized and presented by the Admissions department and managed by the Business Office Manager with the assistance of the Reception Coordinators. Orientation letters are sent to students, including details regarding the orientation place and time. Students come to the campus and are moved through various stations to complete missing paperwork, make payments to the institution, do uniform sizing, have their photo taken for their ID badge, and pick up their shoes. Then they are welcomed by the Campus President who gives an introduction speech. Presentations are given by departments including career services and academics. Part of the presentation also includes reviewing the student packet with various documents for review and completion; additionally, the uniform policy is reviewed and signed. After the presentations are complete, the students pick up their uniforms. Students who are in need of counseling services are provided community service references.

- 4.16 Describe all academic and personal counseling services offered.

All students are assigned an academic advisor. When a student is enrolled in school one of the three lead instructors is assigned to assist the student with academic troubles. The academic advising, however, truly starts in the classroom with the faculty member who is teaching the student at that time. When a student is struggling the faculty member completes a student action plan. This document records what academic area the student is having trouble with and then the document is review and signed by the student. This document is then delivered to the Director of Education who reviews the problem and assigns a lead instructor to meet with the student to discuss the situation and make a plan for improvement. Typically the lead instructor will ask the student to follow up in a few days to see if improvements are being made.

Counseling services are not offered on campus but the campus Director of Education maintains a community resources binder that has information to refer students to when they are experiencing difficulties in school related to personal, financial or health issues. Some of the resources include free clinics for medical and mental health, food related organizations that provide free meals, suicide prevention, Women's crisis information and family housing resources.

- 4.16.1 What are the qualifications of the staff responsible for the counseling program(s)?

Not applicable.



4.17 Describe the retention program.

The student retention program involves the following components:

Attendance monitoring – Student attendance is recorded daily by instructors and monitored daily by the Director of Education, Lead Instructors, and the Associate Registrar. Students are required to contact their instructors regarding absence from class. If a student does not contact an instructor when absent, the instructor will contact the student to discuss the absence. If a student is absent for multiple consecutive days or demonstrates a repetitive pattern of absence, the instructor notifies the Director of Education and the Associate Registrar. One of these managers either contacts the student to discuss the circumstances of the absences or delegates the responsibility to a lead instructor to contact the student. As needed, the Director of Education or the Lead Instructor assists the student in working with an instructor to complete missing work as a result of the absences. When an instructor feels it is appropriate a Student Action Plan is filled in and submitted to the Director of Education. This paperwork is there to document that there is a problem with academics or attendance in class and ensures that there is a clear conversation with the student informing them of the problem. If appropriate a lead instructor will follow up with the student to create an academic plan to assist the student to be successful in class.

Academic Progress monitoring - Students' academic progress is reviewed each term, via Satisfactory Academic Progress (SAP) by the Registrar, Associate Registrar, Director of Education, and Business Operations Manager. Students who are not meeting SAP guidelines and are on Academic Warning or Academic Probation for academic progress towards graduation must meet with the Director of Education to discuss issues preventing academic progress and to develop a plan to correct the issues preventing academic progress. Students on Academic Probation have a written contract outlining their responsibilities regarding attendance, minimum grades, tutoring and/or meetings with a member of the academic staff to monitor their weekly progress. .

4.18 Describe employment services offered to students.

The career services staff at LCB Bleu Portland serves as a liaison for employers, students, and graduates and works to develop a broad range of employment opportunities in, near, and surrounding the LCB Portland campus. The College encourages students to work closely with career services to develop job search strategies prior to graduation. Career services also assists students with general part-time and full-time employment while they pursue their studies.

The career services department delivers six presentations in core courses. These presentations cover resume, and cover letter composition, industry expectations, job possibilities, conducting a job search, externship search, requirements and paperwork, interviewing techniques, skills review and Optimal Resume (an on-line resource for composing resumes, cover and thank you letters, portfolios and video resumes.) As the student approaches externship and graduation, career services assists students in obtaining a position in their field. The career services department provides several different workshops on subjects such as resume writing, interviewing skills and networking throughout the year with the basic job search skills workshop being offered 6 times weekly.

Graduates fill both entry-level and occasionally advanced positions based on their skill set and employment opportunities. All graduates complete a career services file comprised of exit interviews, student externship acknowledgement forms, waiver of employment assistance (if applicable), release of information, and a marketable resume.

Graduate and employer surveys are conducted from the strategic business unit and each school uses the information to analyze graduate and employer satisfaction while suggesting improvements aimed at student skills and quality of education. This information forms part of the CEP.



Students enrolled at LCB Portland have access to a weekly listings of part-time employment opportunities - these are provided in a hand-out, posted on a career services job board and emailed out to students. Employers also visit the college during campus career fairs, featured employer spotlights, and guest speaker events.

4.18.1 Describe how placement verification is documented.

Career services staff verify every employment placement result by contacting the graduate's place of employment and documenting the employment. Graduate placement results are tracked in CampusVue, ensuring the ready availability of the data for review and disclosure. All employments are then re-verified by a third party.

4.19 Describe the process used to conduct follow-up studies for graduate and employer satisfaction surveys.

There are regularly scheduled graduate and employer satisfaction surveys. When a graduate or employer identifies themselves, creating the opportunity for follow-up, the director of career services will contact the individual for feedback and collaboration.

4.20 Describe the programs of extracurricular activities, if any.

LCB Portland hosts activities throughout the year including seven student appreciation events, paired with seven cooking competitions. Students are encouraged to participate in various student clubs and organizations, including student ambassadors, the catering Club, the showpiece club, the molecular gastronomy club, and the ACF hot food team. Students are strongly encouraged to participate in as many extra-curricular activities as possible.

4.21 Describe any areas needing improvement in the area of relations with students.

LCB Portland consistently encourages ways to improve customer service and its relationship with students. Examples of our commitment to our students include open door policies of academic administration, participation and support in local culinary events including the Bite of Oregon and Feast Portland. These events provide opportunities for our students to gain industry experience and exposure to local, and national chefs and increased participation in local and national contests.

LCB Portland has an academics committee that meets regularly and that plays an integral part in improving relations with students. We understand that without providing an extraordinary experience for students then we are not achieving our task. The academics team believes that we are here everyday to assist students to find a career pathway in the culinary field.



5. EDUCATIONAL ACTIVITIES

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, must be adequate in breadth and context to achieve it, and must produce measurable results. Another index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon good teaching and upon the ability and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff are among the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution. A third index of institutional quality is the resources available to instructors and students. In responding to the questions below, please consult Sections 3-1-500 through 3-1-544 of the *Accreditation Criteria*.

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution, but they should allow faculty time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, which addresses student-teacher ratios, number of teacher preparations, and number of teaching hours. In responding to the questions below, please consult Sections 3-2-100, 3-3-200, 3-4-200, 3-5-200, and 3-6-400 of the *Accreditation Criteria*.

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

5.1 Describe how the educational programs have been developed based on the institution's mission.

The LCB Portland mission statement can be found on page 6 of the Le Cordon Bleu College of Culinary Arts 2013-2014 catalog and states: Le Cordon Bleu College of Culinary Arts is an institution of higher learning for students who share a passion for the culinary and hospitality arts. We are dedicated to providing quality career education that integrates the classic culinary curriculum of Le Cordon Bleu in combination with modern technology and innovation in global cuisine.

The institutional objectives, which tie directly into the education programs, are the following:

- To provide a creative and supportive community guided by knowledgeable chef instructors, faculty, and staff; a community where you can immerse yourself in the culinary or hospitality arts in order to develop skills by watching chef demonstrations and then performing the same tasks yourself.
- To provide you the opportunity to spend time in industry-equipped kitchens working alongside chef instructors and learning the skills necessary to explore your passion and pursue your goal of a career in the culinary or hospitality industry.
- To introduce you to various techniques and expose you to the preparation of international cuisine throughout your training.
- To provide you the theoretical foundation and technical skills that can be applied to the preparation of many cuisines.
- To offer a dedicated Career Services department to assist you and support you in your career aspiration to help you achieve your goal of a career in the culinary or hospitality industries.

The Le Cordon Bleu Culinary Arts and Patisserie and Baking programs have been developed to meet ACF and Le Cordon Bleu Proficiency Requirements and are designed to serve students with a desire to gain an education in the food service industry.

The core curricula at LCB Portland is hands-on teaching of cuisine and pastry skills as well as the theoretical knowledge that must underlie competency in these related fields. LCB Portland endeavors to expose students to the different styles and varieties of equipment utilized in the food service and hospitality industry and to prepare them for entry-level positions into whatever area of the food service or hospitality industry they choose to enter.



- 5.1.1 List each program offered and state the occupational and general objectives of the program. Provide an overview of how these programs are delivered (i.e., lecture, laboratory, self-paced instruction, distance instruction).

Each program is delivered through a combination of lecture, demonstration and hands-on laboratory experience designed to meet the diverse needs of the adult learner through the use of visual, auditory and kinesthetic teaching methodology.

Certificate in Le Cordon Bleu Patisserie and Baking

Le Cordon Bleu College of Culinary Arts offers an intensive program for those interested in a professional baking career. The program includes hands-on teaching of fundamental baking skills and the theoretical knowledge that forms basic competency in the field. The Certificate in Le Cordon Bleu Pâtisserie and Baking offers a comprehensive course of study in the fundamentals, and exposes students to the different styles of the school's chef-instructors, a wide variety of industry-current equipment, and various facets of the foodservice industries.

Possible outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.

Delivery Methods	Total Hours
Lecture	325.5
Laboratory	254.5
Externship	360

Certificate in Le Cordon Bleu Culinary Arts

The Certificate in Le Cordon Bleu Culinary Arts is designed to prepare students with the skills appropriate for basic positions in professional food preparation. Students begin their program with classes in basic and fundamental concepts of the culinary profession and build to more advanced topics as the program progresses. The program features lecture and laboratory formats. The program concludes with an externship experience that gives students a chance to practice skills taught throughout the course of their studies. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.



Delivery Methods	Total Hours
Lecture	325.5
Laboratory	254.5
Externship	360

Associate Degree in Le Cordon Bleu Culinary Arts

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an associate degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Delivery Methods	Total Hours
Lecture	755.5
Laboratory	434.5
Externship	360

Associate Degree in Le Cordon Bleu Patisserie and Baking

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an associate degree. The program consists of patisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Delivery Methods	Total Hours
Lecture	797.5



Laboratory	352.5
Externship	360

5.2 Identify who is responsible for the following at the campus. Describe their academic and/or experiential qualifications for this position:

5.2.1 Overall administration of all academic programs.

Director of Education Chef Matt Kuerbis oversees the administration of the LCB Portland academic programs. Mr. Kuerbis holds a Master's degree in Education from Portland State University in Portland, OR and a Bachelor of Arts in Environmental Conservation from the University of Colorado in Boulder, CO. Mr. Kuerbis has been employed with the college since June of 2004 and has held various positions as an instructor, Department Chair, Executive Chef, and Director of Education. He has held various levels of kitchen positions throughout the 7 year period he worked in the restaurant industry prior to his 10 years at Le Cordon Bleu.

5.2.2 Administration of each academic program offered.

Director of Education Matt Kuerbis oversees the LCB Portland academic programs with the assistance of the Lead Instructors.

5.3 Describe the role of the faculty, administration, and others in establishing the educational programs.

The curriculum for each program and the course objectives for each course have been developed in collaboration with Le Cordon Bleu International (LCBI), Le Cordon Bleu North America (LCBNA), the American Culinary Federation, industry professionals on our program advisory committees and the curriculum committee at LCB Portland. LCBNA utilizes proficiency checklists from both Le Cordon Bleu International and the American Culinary Federation to ensure that consistent standards are delivered and learning outcomes are achieved through the delivery of the programs. The program length and course requirements, including general education coursework for each Associates degree, are compliant with the state licensing agencies in Oregon and Washington.

All program curricula is reviewed and approved by the faculty curriculum committee and the Director of Education. Any substantive changes or modifications are ultimately reviewed by representatives of the academic division of Career Education Corporation, the Vice President of Education of Le Cordon Bleu Schools North America, and the state licensing agencies in Oregon and Washington.

5.4 Describe how the educational programs reflect the needs of the students and the community.

LCB Portland strives to meet the needs of its graduates and the community with its comprehensive training programs. Graduates should be able to function in a variety of food service organizations that focus on cuisine or baking and pastry. Specifically, graduates from the associate degree level program in Le Cordon Bleu Culinary Arts will have received training for entry-level positions such as Garde Manger, Line Cook, Baker, Roundsman, Catering Cook, Banquet Cook, and Prep Cook. Students graduating from the Certificate in Le Cordon Bleu Culinary Arts Program will have received training for entry-level positions such as Prep Cook, Catering Cook, and Line Cook. Students completing the Certificate in Le Cordon Bleu Pâtisserie and Baking Program will have received training for entry-level positions such as Cake Decorator, Assistant Pastry Cook, Baker, and Pastry Cook. Student graduating from the associate degree level program in Le Cordon Bleu Patisserie and Baking will have received training for entry-level positions such as Pastry Assistant, Bakery Assistant, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. Le Cordon Bleu College of Culinary Arts graduates who obtain employment after graduation typically start out in an entry-level position.



Employment, career advancement, and the success or satisfaction of an individual student are not guaranteed and are dependent upon abilities and the application of personal efforts to the requirements of LCB Portland. Career advancement assistance for a specific industry position may be enhanced by the education received but will depend on an individual's abilities, attitude, and prior relevant experience as well as the economy and local job market. Le Cordon Bleu College of Culinary Arts maintains information in its career services offices regarding the specific initial employment that its graduates obtain. It is available to students to review upon request

5.5 How are provisions made for individual educational differences among students?

Each student is given an equal opportunity to perform and obtain knowledge and skills. Students who self-identify as having the need for reasonable accommodations under the Americans with Disabilities Act (ADA/504) are given the opportunity to apply for reasonable accommodations. The school has an application process for students requesting accommodations under ADA/504. Additionally, the school acknowledges that students learn in different ways, so the teaching methodologies utilized in all classes encompass auditory, kinesthetic and visual learning tools.

5.6 How are the community resources utilized to enrich the programs?

Through the use of our program advisory committees comprised of business owners, managers and chefs, LCB Portland receives valuable feedback to enhance our programs and provide a framework for future program modifications. These highly qualified individuals provide real-world feedback which directs the future of our programs. Additionally, through the LCB Portland program externships, the students are connected to the local community through real-world skill development while gaining industry experience.

5.6.1 Describe how the utilization of these resources is documented.

Minutes of the meetings are taken and stored electronically. Sign in sheets are utilized and scanned to be stored electronically.

5.7 Describe the policy on the responsibility and authority of faculty in academic governance.

Faculty members work closely and consistently with students, and their role in academic governance is vital. It is important that faculty members are engaged in academic affairs, not just teaching activities. Faculty members have a responsibility to academic leadership that includes policy review and implementation. That is, while faculty members are not policy decision makers, their involvement in various academic functions is vital to the overall progress and growth of the institution and to future institutional improvements and enhancements. Depending on the institutional needs, institutions may elect to have fulltime faculty designated as committee chairs or to serve as committee members, while adjunct faculty may be assigned specific tasks or project work for one term at a time. While the institutional structure and forum may vary, faculty members are expected to have input and involvement in the following areas:

Development, Evaluation and Revision of Educational Programs

Faculty contribute to the development, periodic review/revision and evaluation of the educational programs offered at the institution. The development, evaluation and revision of educational programs should also include feedback and input from advisory boards, students, graduates, and employers. Faculty members are encouraged to participate in program review and curriculum discussions to keep each program healthy and effective.

Advising in the selection of course materials, instructional equipment, texts and supplemental materials

Faculty members are actively engaged in the periodic review and selection of course materials; including, instructional equipment, textbooks, supplies and supplemental materials that support student learning outcomes. This objective may be accomplished as part of the curriculum evaluation process or in a more formal way with a separate committee. Additionally, faculty members are to provide feedback to the Librarian/Learning



Resource Coordinator to address the ongoing maintenance and growth of the library, based on program growth and student learning needs.

Faculty Development

The purpose of faculty development is to ensure all faculty members (including adjunct faculty) stay current on teaching methodologies and enhance their professional expertise. It is the responsibility of all faculty members (including adjunct faculty) to be fully involved with all development initiatives and activities that are available both internally and externally. Faculty members meet annually with their supervisor to identify and outline ongoing development activities which are designed to enhance the faculty expertise. In identifying development opportunities it is important to take into consideration a faculty members' training, educational background and related work experience. Faculty development plans must include the appropriate and proper mix of in-service training and/or professional growth activities based on the academic and experiential background of the individual faculty member.

Assessment of Student Learning and Outcomes

The assessment of student learning is vital to the success of the academic programs at the institution. Faculty members should provide comment and feedback on the assessment tools for appropriateness as well as review learning data to determine level of expectation and any possible changes needed in the course outcomes, delivery, or assessment tools. Faculty members should be active partners with other members of the campus community to assess student success and to respond to issues that threaten that success.

Campus Effectiveness Planning

The faculty members provide input to assist in the development and ongoing assessment of the campus effectiveness. Faculty input should be utilized to inform both the strategic planning and budgeting process as it relates to academic operations, new program needs, student learning outcomes, learning resources and faculty development

Regardless of the forum, designated faculty members are responsible for ensuring on-going review of their assigned areas and are expected to document and discuss the outcomes and actions with their academic leader and/or committee chair. It is important to note faculty governance plays a critical role in achieving quality student outcomes and ongoing institutional improvement.

5.7.1 How was the academic governance policy communicated to the faculty?

The academic governance policy is communicated in a variety of ways. Most often academic governance is communicated at faculty in-service events which occur every 6 weeks. Governance is also communicated in the form of performance reviews which occur twice a year with each full-time faculty member and once a year with each adjunct faculty member. Faculty development plans are created for each faculty member to help support the goals of academic governance. Academic governance policy is also communicated through email.

5.8 Is there a detailed syllabus on file for each course?

Complete and detailed syllabi are maintained electronically for each course. Syllabi are developed utilizing a Mmaster course outline template provided by the Culinary Education Group and outline the course name, number, description of the course, instructor, instructor contact information and office hours, textbooks and resources required, performance objectives, general expectations regarding plagiarism, make-up work, absences, grading, the uniform policy, and daily learning activities, projects and homework. The syllabus is utilized by each instructor as a guide or outline for the course and the grading of the learning outcomes. Syllabi are revised with local information updates before each new class session to accurately reflect all required information for the course delivery. The core curriculum for each program and the course objectives for each course have been developed in collaboration with Le Cordon Bleu International (LCBI), Le Cordon Bleu North America (LCBNA), the American Culinary Federation, industry professionals on our program advisory committees and the curriculum committee at LCB Portland.



5.8.1 How are syllabi developed?

The syllabi are created and developed by the Le Cordon Bleu curriculum committee. The committee is composed of Chefs and academic professionals from various Le Cordon Bleu Schools around the nation. The Director of Academics for LCBNA and many of the committee members hold Masters Degrees in Education. The chefs on the committee are highly accomplished, one holding a Certified Master Chef certification.

5.8.2 How often are the syllabi revised?

We view the syllabi as living documents. They are constantly reviewed to make improvements.

5.8.3 Describe the process for revising syllabi.

Faculty members have an official feedback form that can be filled out and submitted to the Director of Education of the campus. The Director of Education will forward the form to the faculty member who is the course champion responsible for maintaining the specific course content. Periodically throughout the year, the curriculum committee will come together to discuss proposed changes from the faculty members and decide whether implementation is appropriate or not.

5.8.4 How are out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

Two hours of homework is assigned for every one hour of classroom lecture. Homework is listed on the syllabus in the "day by day" section so students can look up what the homework requirement is on any given day. Homework must be turned into the instructor on the day it is due and evaluation is up to the instructor depending on the type of assignment. Some homework is merely a check that the student has completed the task, other homework is graded.

5.9 Describe any internship/externship programs, indicating name of program, procedure, and person(s) responsible for the oversight of these activities. Have both the campus and the practicum site signed an agreement outlining the arrangements of the internship/externship? Describe the contents of the agreement.

At the end of the coursework for all programs, students are required to complete a 12-week externship with a minimum of 360 work hours. Externships may be completed in the United States or internationally at an approved food service operation with a qualified on-site supervisor. The goal of the externship is to provide students with industry experience, and the career services team assists students in securing an externship by providing them with the resources and tools necessary to successfully apply and interview with prospective employers. The onsite supervisor for an externship must meet at least one of the following criteria:

- A degree, certificate or diploma in culinary arts, patisserie and baking, or hospitality from a recognized culinary or hospitality program.
- American Culinary Federation-certified chef de cuisine, executive chef, master chef, culinary educator, culinary administrator or other culinary certification
- Other nationally recognized culinary certification
- Working chef with least five (5) years' experience in food and beverage or pastry
- Manager in charge with at least five (5) years' experience in food and beverage

For every externship there is a completed externship agreement signed by the student, the supervisor at the externship property and the externship coordinator. This agreement outlines the dates of the externship and the basic guidelines for all three parties. These agreements are maintained with the student's externship paperwork



- 5.10 Describe the methods utilized to evaluate and revise the curricula. Identify any differences in these procedures among various programs.

The curriculum for each program and the course objectives for each course have been developed in collaboration with Le Cordon Bleu International (LCBI), Le Cordon Bleu North America (LCBNA), the American Culinary Federation, industry professionals on our program advisory committees and the curriculum committee at LCB Portland. LCB Portland utilizes proficiency checklists from both Le Cordon Bleu and the American Culinary Federation to ensure that consistent standards are delivered and learning outcomes are achieved through the delivery of the programs. The program length and course requirements, including general education coursework for each Associates degree, are compliant with the state licensing agencies in Oregon and Washington.

All program curriculums are reviewed and approved by the curriculum committee and the Director of Education. Any substantive changes or modifications are ultimately reviewed by the regulatory operations department and representatives of the academic division at CEC, the Vice President of Education of Le Cordon Bleu Schools North America, and the state licensing agencies in Oregon and Washington.

- 5.10.1 If advisory boards are utilized, list board members and their qualifications.

Le Cordon Bleu Culinary Arts

Name		Position/Qualification	Company	Qualifications
Sam	Currie	District Manager	Bon Appetit Management Co	Restaurant Industry Professional
Mark	Harris	Executive Chef	Bon Appetit Reed College	Restaurant Industry Professional
Leif	Benson	CEE	Consultant	Restaurant Industry Consultant
Robert	Schierburg	Executive Chef	Consultant	Restaurant Industry Consultant
Anthony	Danna	Executive Chef	Edgewood Downs	Restaurant Industry Professional
Marco	Roberti	Chef/Owner	Gilda's	Restaurant Industry Professional
Bryan	Siegel	Executive Chef	Hilton	Restaurant Industry Professional
Ric	Menegat	Chef	Laurel Parc	Restaurant Industry Professional
Art	Marshall	Managing Partner	Marshall & Associates	Restaurant Industry Consultant
Will	Leroux	Corporate Chef	Martin Hospitality	Restaurant Industry Professional
Dax	Erickson	Executive Chef	Multnomah Athletic Club	Restaurant Industry Professional
John	Newman	Owner/Chef	Newman's At 988	Restaurant Industry Professional
Fernando	Divina	Executive Chef	OHSU	Restaurant Industry Professional
Joe	Stone	Executive Chef	Rock Creek Country Club	Restaurant Industry



				Professional
Klaus	Monberg	Executive Chef	Terwilliger Plaza	Restaurant Industry Professional
Don	Waldbauer	WCI Founder	Waldbauer	Restaurant Industry Consultant
Le Cordon Bleu Patisserie and Baking				
Collin	Jones	Production Manager	Crema Bakery	Restaurant Industry Professional
Andrew	Millar	Production Manager	Delphina's Bakery	Restaurant Industry Professional
Marius	Pop	Chef/Owner	Nuvreil	Restaurant Industry Professional
Kathryn	Bliss	Owner	Rendezvous Grill & Tap Room	Restaurant Industry Professional
Jill	Sims	District Coordinator	Safeway	Food Industry Professional
Dominique	Geulin	Owner/Chef	St Honore Boulangerie	Restaurant Industry Professional
Alissa	Rozos	Pastry Chef	St Jack	Restaurant Industry Professional
Angelica	Bennett	Co-Owner/Head Baker	The Dessert Tray	Restaurant Industry Professional
Robin	Hassett	Exec Pastry Chef	The Dessert Tray	Restaurant Industry Professional
Shawn	Trujillo	Production Manager	Lovejoy Bakers	Restaurant Industry Professional

5.11 How was the length of each program determined?

The length of each program is determined by the following factors: market demand, regulatory and accreditation requirements, minimum competencies based on hospitality industry standards, Le Cordon Bleu International standards, recommendations from Program Advisory Boards, and American Culinary Federation standards

5.12 Do any programs include training by a third party? If so, please explain.

Not applicable. LCB Portland does not currently offer any training by a third party.

5.13 Is licensure or other certification required for persons employed in any program areas offered?

Yes No

5.13.1 If yes, list specific skills that students will need to acquire in order to be licensed or certified and how the curriculum provides for attainment of these skills.



Not applicable.

5.13.2 Describe any applicable examinations and the pass rate on each of these exams.

Not applicable.

5.14 If applicable, share details on any program that requires specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved. (Include name of the program and name of the specialized agency.)

Not applicable.

5.14.1 Explain the current status in holding such accreditation.

Not applicable.

5.14.2 How have students been notified of this requirement and how it affects their employability following program completion?

Not applicable.

5.15 How are appropriate course sequencing and prerequisites determined?

The LCB Portland course sequencing and prerequisites are established during the program's initial development. Course sequencing and prerequisites are determined according to the necessary learning curve for the program, the skill sets needed to advance into increasingly complex subject matter and the relationships between the different concepts presented during the course, including advances in technology skills. The curriculum is structured so that the skills that are taught from basic to advanced as students progress through the program of study.

5.15.1 How is the curriculum structured to ensure an increasing level of difficulty as the student progresses?

The courses are structured in a way that ensures an increasing level of difficulty. The initial courses that a student takes teach foundational techniques. As a student progresses through the program they take courses that are more difficult and only can be taken with the knowledge that they have obtained in previous courses. We also ensure an increased level of difficulty by structuring the curriculum in a way that repeats techniques in the upper division classes that they have learned in the lower division classes. We expect that the students will know how to do a lower division technique without reviewing it in the upper division classes so we can focus on more refined and complicated cooking technique.

5.16 How is the need for curriculum changes determined?

The need for changes in curriculum is determined with the use of student course evaluations of the curriculum, net promoter score (NPS) surveys of current students and graduates, graduate surveys, the LCB Portland curriculum committee feedback, instructor feedback, collaborative feedback from the Directors of Education for Le Cordon Bleu North America in collaboration with the Career Education Corporation culinary education group leadership, employer surveys and feedback from the College's program advisory committee surveys.

Faculty members are encouraged to participate in evaluating course descriptions, learning outcomes, lesson plans and assessments. The curriculum is prescribed by Le Cordon Bleu North America after input is received from the field. With a goal of unification and alignment, LCB Portland developed comprehensive curriculum for each course in its programs. A group of qualified educators and chefs from schools around the country have met to extensively collaborate on the information for each course to address the learning needs of today's student and graduate and provide the necessary materials to all



LCB schools in North America. The curriculum received by LCB Portland is thoroughly reviewed, and feedback and questions are immediately addressed by the Director of Education for the culinary education group unit and the other members of the curriculum development team.

The College also responds to the feedback and evaluation of graduates by outlining and addressing concerns expressed in the extraordinary student experience measurement (XsXm) surveys offered periodically. The surveys track good and bad comments about the school. The LCB Portland administration is then able to review the comments and make changes to alleviate any consistent problems students have with the school.

5.16.1 How are faculty members involved in curriculum evaluation and revision?

Faculty members are encouraged to be involved in curriculum development through the use of feedback forms. A faculty member can submit a suggestion to the Director of Education who will then forward the form to the curriculum committee. The committee reviews feedback forms periodically throughout the year and makes decisions if the suggestion works and is appropriate for the overall scope of the objectives of the curriculum.

5.16.2 How does the campus utilize follow-up studies of its graduates and employers to assist in curriculum evaluation and revision?

When graduates visit the school we interview them informally about their experience at LCB Portland and ask them what we could have done to make their experience more enriching. Often times students refer to the extra-curricular activities that they were provided as catalysts to their enjoyment of the culinary or baking industry. Based on this feedback we have spent more time working to provide more extra-curricular activities for the students. The College monitors the comments on the periodic student extraordinary student experience measurement surveys and review with all LCB Portland staff. This helps the College gain an understanding of what the students would like to see more of on campus and how the staff and faculty can improve.

5.17 What curriculum changes have been made during the last three years?

During 2013, LCB Portland reintroduced the Associates degree in Le Cordon Bleu Culinary Arts and the Associates degree in Le Cordon Bleu Patisserie and Baking. These are new versions of the degree programs that were taught at the College in recent years. The College also offers the Certificate in Le Cordon Bleu Culinary Arts and the Certificate in Le Cordon Bleu Patisserie and Baking.

The Associates degree in Le Cordon Bleu Patisserie and Baking requires 106 quarter hours of completion in order to graduate. The additional classes include five general education requirements, Culinary Foundations II, Cost Controls and Purchasing, Nutrition, Hospitality Supervision and Entrepreneurship, and Advanced Showpiece and Confectionery Techniques.

The Associates degree in Le Cordon Bleu Culinary Arts requires 107 quarter hours of completion in order to graduate. The additional classes include five general education requirements, Cost Controls and Purchasing, Nutrition, Hospitality Supervision and Entrepreneurship, Wine and Beverage, Contemporary Cuisine, and Restaurant Rotation.

The curriculum is in an ever-evolving state of change. The Le Cordon Bleu North America curriculum committee views our curriculum as living, breathing documents and continually provides feedback from faculty members and Directors of Education from across the country. These improvements meet the needs of our students as well as the ever changing competency requirements of the American Culinary Federation. For example, the curriculum committee is now working to implement new sustainability competencies into the curriculum. In addition to centralized curriculum add-ons such as sustainability competencies, small changes are made at the campus level when appropriate. When changes in restaurant standards and cooking trends and techniques occur we adjust curriculum to meet



these current industry trends. All final decisions are made by the Le Cordon Bleu North America Curriculum Committee after discussion with campus directors of education.

5.17.1 What changes are contemplated for the next three years?

No major curriculum changes are currently proposed.

5.18 How does the campus determine the appropriate allocation of contact time among lecture, laboratory, and intern/externship activities?

Allocation of contact time among lecture, laboratory and externship activities is dictated by the course material and course outcomes when developing the program. The College ensures completion of the designated allocation by appropriate course scheduling and employee training.

5.18.1 How does the campus monitor the number of contact hours completed for each course?

Students attendance is monitored through the electronic "student and faculty portal". If a student is late or absent the student is marked as such on a daily basis in CampusVue.

5.19 What are the procedures for developing the application of the U.S. Department of Education's definition of a credit hour (as required in Section 2-2-503 of the *Accreditation Criteria*)?

Unit of Credit

The quarter-credit hour is the unit of academic measurement used by Le Cordon Bleu College of Culinary Arts. A minimum of 10 lecture hours of not less than 50 minutes each plus outside reading and/or preparation; 20 laboratory hours, 30 externship hours, or an appropriate combination of all three constitutes one quarter credit hour.

Definition of a Credit Hour

LCB Portland awards quarter credit hours to reflect the successful completion of predetermined course learning objectives and requirements. A quarter-credit hour represents an institutionally established equivalency of work or learning corresponding to intended learning outcomes and verified by evidence of student achievement. The College established equivalencies that reasonably approximate expected learning outcomes resulting from the following time commitments:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 10 - 12 weeks, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

5.19.1 Where are the procedures published?

LCB Portland publishes its Definition of a Credit Hour Policy on page 109 of the Le Cordon Bleu College of Culinary Arts 2013-2014 catalog.

5.20 How does the campus determine the appropriate scheduling of classes in relationship to the needs of the students?

Classes are offered throughout the day and currently are beginning at 6:30 am and finishing at 10:30 pm. Students' schedules are maintained in a consistent time span, when possible, to allow students to plan work schedules or child-care on an on-going basis. Adjustments to student requests for schedule changes are handled



by the associate registrar, and every attempt is made to fulfill the student's request. Changes are based on course and seat availability.

- 5.21 If applicable, describe the method used to evaluate and award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences.

Proficiency credit, recorded as 'PR' on the transcript, may be granted in certain core courses if the student has completed previous coursework at another Le Cordon Bleu International location at the sole discretion of Le Cordon Bleu College of Culinary Arts. Courses taken at the previous institution must be determined by Le Cordon Bleu College of Culinary Arts to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts. Students should submit documentation of previous coursework to the Associate Registrar for evaluation prior to the end of the first academic module.

National proficiency exam credit, recorded as 'PR' on the transcript, for certain courses may be granted to students who achieve acceptable scores on specific nationally recognized exams such as CLEP, Advanced Placement (AP), and DANTES. The American Council on Education (ACE) recommendations are used when awarding CLEP or DANTES credit. Credit for AP coursework is based solely upon the student's performance on the national examination administered by the College Board. A score of three (3) or better on the AP examination is required for proficiency credit.

INSTRUCTION AND FACULTY

In responding to the questions below, please consult Section 3-2-200, 3-3-300, 3-4-300, 3-5-300, and 3-6-500 of the Accreditation Criteria.

- 5.22 Describe how physical facilities, equipment, and resources are used to enhance classroom instruction.

The physical facilities, equipment and resources are of appropriate quantity and quality to offer all students the ability to apply their acquired knowledge and skills in an environment consistent with a professional kitchen seen in an industry workplace. Additionally, the supplemental resources offered in the classroom and in the learning resource center or library support the delivery of the programs and include a variety of texts, DVDs, periodicals, visual materials, such as maps, and technology found in institutions of a technical nature, but are also diverse enough to support all curricula offered in the College, including general education coursework.

- 5.23 How are learning materials selected? Describe how instructional procedures and materials are evaluated to determine their effectiveness.

Learning materials are determined by the Le Cordon Bleu North America curriculum committee and are based upon documentation of student assignments, projects and research necessary for coursework. Appropriate learning materials are selected to support the educational programs by providing current and/or relevant resources for the students to use to complete their assignments and special projects that require research. The materials available in the library reflect the learning outcomes and objectives in the curriculum. Course instructional procedures require a library research project with students obtaining information from a variety of sources including books, texts, periodicals, and the internet. Student can find this information on the On-line library system that we use called the Cybrary. Additionally, students offer feedback after each class cycle through an electronic survey particular to their course curriculum. The survey is available for each student to complete 4 days before and 4 days after the end of the class cycle. The results are automatically tabulated and available for immediate review by the course instructor, the Lead Instructors and the Director of Education at the end of the survey cycle. Survey results are reviewed each term by the Lead Instructors or the Director of Education to address any concerns in a timely manner with the appropriate individuals. The results are also monitored by instructors and then reviewed with their direct supervisors twice annually, or more often if challenges arise and adjustments or improvements are addressed, as needed.

- 5.24 Describe how the campus ensures that students have access to appropriate learning materials (e.g., textbooks, laboratory equipment).



Classes currently begin at 6:30 am in the morning and the final courses begin at 6:30 pm Monday through Friday or as scheduled. The library is open each day from 6 am until 9 pm Monday through Friday and on Saturday from 9am to 4pm to offer students convenient access to the learning materials in the library. Additionally, the library contains 26 computer work stations for students and space for personal laptop use which allows for internet research, access to electronic libraries and data bases and homework and projects to be completed. Kitchen and computer labs are open to students a minimum of 15 minutes prior to class beginning and during class contact time. Each student has a key badge which permits access to the laboratories when an instructor is present.

- 5.25 Describe how the campus ensures that it maintains appropriate licenses for computer software and how it ensures compliance with copyright laws.

The LCB Portland campus President maintains a catalog of all software licenses which is kept in a locked office. Career Education Corporation maintains a campus agreement for all Microsoft products. Corporate IT maintains internet access for the IT Director to download Microsoft products, as needed. Individual product licenses are also kept in this catalog and are purchased on an as needed basis. Software is not permitted to be downloaded by individuals onto school computers unless it is licensed for use and all copyright laws are strictly followed. The IT Director is responsible for ensuring the school is in compliance with copyright guidelines regarding software usage. Faculty are trained on copyright laws regarding the use of electronic data and media in the classroom and sign a document indicating they understand the requirements for showing movies, and for copying or using recorded materials governed by copyright. This document is maintained in their faculty file. Additionally, a reminder related to copyright law is posted at each copy machine.

CEC maintains original software license and documentation at its offices, and the institution retains updated software inventories and summary of licenses. All computers are set with restricted privileges so as to ensure only authorized personnel may install software.

- 5.26 Who is responsible for faculty orientation?

The President, the Director of Education, and the Lead Instructors are responsible for faculty orientation to the College.

- 5.26.1 Describe the orientation of the faculty to the campus.

Upon their hire, instructors are oriented to the standards and policies and procedures of Career Education Corporation and LCB Portland. The Director of Education, with the assistance of the appropriate Lead Instructor, begins the orientation of new faculty to the institution during the hiring process and continues it through the initial phases of the instructor's time on campus. This includes but is not limited to outlining classroom policies and procedures, introduction to staff and faculty, orientation to the facility and equipment, introducing and approving course documents, providing training or shadowing of current faculty and providing appropriate course schedules. New faculty are provided an assignment letter to communicate the expectations and assignments of their positions.

- 5.27 How does the administration determine the qualifications of a faculty member to teach a particular course?

LCB Portland uses state and accreditation requirements to determine instructor qualifications and manages to the most stringent standard among the various agencies. LCB Portland determines an instructor's qualifications through the instructor's official academic transcript (for educational background), the ACICS faculty data sheet and the instructor's resume (for experiential background). Copies of professional certifications and other documentation of professional experience are also required. Instructors without a degree must prove exceptional experience through a resume or employer letters of recommendation from places worked and positions held; certifications; or a portfolio of professional success. These documents are maintained in the individual's faculty file.

- 5.27.1 Describe qualifications of non-degreed teachers for the subjects they teach.



Non-degreed faculty members must have work experience or training appropriate to the area in which they teach. In 2013, the College is working to certify all culinary and baking faculty members with an American Culinary Federation certification.

5.27.2 How are the qualifications documented?

LCB Portland documents qualifications in a number of ways, including background checks, certificates of training, letters of recommendation, and resumes. All documented qualifications are kept within a faculty file.

5.28 Describe the procedure for collecting official transcripts, for qualifying credentials and/or those listed in the catalog, for faculty members.

Instructors provide unofficial transcripts during the initial hiring process. The faculty members are required to submit their official transcript after hiring has occurred. These documents are then stored as a part of the instructor's faculty file.

5.28.1 If there are faculty members whose official transcripts are not on file, document what efforts are being made to obtain them. Please include any unique circumstances that may impact the ability to obtain such transcripts (such as political instability, institution closing, etc.).

There are no faculty members whose official transcripts are not on file.

5.29 In what ways does the campus evaluate instruction?

Teaching is evaluated on an on-going basis in two ways: student surveys and instructor-classroom observations. Student surveys are conducted electronically at the end of each course. Access is provided through the student portal for each student, starting 4 days prior to the last day of class and ending 4 days following the final class day. The survey evaluates the instruction, as well as the curriculum and in addition to a Likert response, students may enter open comments in a field provided. Each instructor is also able to electronically view his or her own surveys results, which are anonymous and make modifications based on the results, if necessary. Instructors' average survey scores are reviewed by the Lead Instructors and/or the Director of Education each class cycle for new faculty members and quarterly thereafter, unless negative feedback is obtained which would prompt more regular review and guidance for the faculty member by the academic leadership. The results of the student surveys are reviewed during the mid-year and year-end review cycles with the instructor's supervisor and signed by each faculty member to acknowledge review annually.

5.29.1 What systematic processes are in place to enhance and promote teaching effectiveness?

In-class observations are done for each instructor on a regular basis, at a minimum semi-annually. The observations are done by the education leadership or other members of the management team. Observations are then discussed with the instructor to highlight areas of strength and opportunity in the classroom. Instructors are encouraged to utilize professional development opportunities to strengthen their classroom management and teaching skills whenever possible. All faculty members also maintain annual faculty development plans that chronicle professional growth in important areas, such as attendance at meetings of professional organizations, seminar workshops, and trade shows or the completion of certifications.

5.30 What is the system in place to ensure that annual faculty development plans are on file for each member of the faculty and signed by the faculty member and his/her supervisor?

For new faculty members, the Director of Education ensures the completion of plans and their placement in the faculty files within 30 days of employment. Each faculty member reviews the plans throughout the year alone and together with the supervisor; these efforts allow for modifications as new



opportunities arise and also track completion. Annual faculty development plans are updated during the CEC performance appraisal process. The faculty member and supervisor sign the plans.

- 5.30.1 How are the activities on the plan determined? How does the campus ensure that the plans are individualized for each faculty member?

The plan is developed with the assistance of the Director of Education and tailored to the faculty member's professional growth goals. There is a faculty development plan on file for each faculty member which is collected and reviewed during the annual performance review. The activities are determined through collaboration between instructor, Lead Instructors and the Director of Education based on regulatory, accreditation, campus and individual instructor needs.

- 5.30.2 How is the plan implemented?

The plan is implemented and monitored collaboratively between the instructor and the institution, and all faculty members submit a summary and supporting documentation of their professional development quarterly. Faculty are responsible for the implementation of the plan. Certificates, receipts, badges, and copies of transcripts are acceptable forms of professional development documentation to demonstrate completion. Faculty files store these documents.

- 5.30.3 How often is the plan reviewed?

Each plan is reviewed semi-annually with their supervisor. The College periodically reviews development plans with the faculty to ensure they are on track to meet their professional development goals. These plans are formally reviewed during mid-year and end of year performance appraisals.

- 5.31 Describe how the campus ensures that all faculty complete development plans.

For new faculty members, the Director of Education has the responsibility to ensure that plans are completed and placed within the faculty files within 30 days of employment. Annual faculty development plans are updated during the company-wide performance appraisal process and signed by the faculty member and his/her supervisor.

- 5.31.1 How are the activities documented by the campus?

Faculty must document the completion of their activities included in their faculty file. Acceptable forms of professional development documentation that demonstrate completion include certificates, receipts, badges, or copies of transcripts. These documents are stored in each faculty file.

- 5.32 Describe the program of in-service training for the improvement of instruction and curriculum.

In 2013, the LCB Portland faculty is participating in 12 in-service trainings. In-service days last 8 hours. Typically the Director of Education leads off the in-service days with a state of the school presentation followed by educational trainings held throughout the day. These trainings are led by the Director of Education, the Lead Instructors, or a faculty member. Typical topics can include educational strategy, grading, student engagement, and College policies.

- 5.32.1 List the schedule for the next 12 months.



8/15/2013	Review- How has your teaching improved, what works? Department meetings Developing Thinking classrooms- Current trends in education (an effort to develop critical thinkers) Homework Development Rubric Discussions
8/16/2013	All staff meeting Industry Visit to Briar Rose Creamery and Worden Hills Farm Hog Butchery class
9/27/2013	Rubric Follow-up Goals for 2014 Thinking classrooms continued and leading effective classroom discussion
11/7/2013	Checking for understanding Are your students really learning How to target learning Objectives Creating more active learning activities Developing your classroom in 2014
11/8/2013	Student/teacher black box competition End of year kitchen organization



2/14/2014	Culinary Olympics
3/27/2014	School pride starts with giving the students ownership Department Meetings Thinking Strategy
3/28/2014	Industry Visit
5/15/2014	CPR Training
5/16/2014	Higher Order Knowledge Classroom Organization Active Learning
6/27/2014	In the shoes of your students training Blind tasting Classroom Deep Clean
8/14/2014	Teaching for Transfer Retention and Engagement Working to integrate academic and culinary curriculum
8/15/2014	Industry Visit Fish Industry Visit Wasabi Farm Visit

5.33 Describe how the administration documents professional growth for full- and part-time faculty members.

At the beginning of the year, the Director of Education works with all faculty members to set professional development goals. Faculty members are required to choose goals that would relate to their career as a teacher in a culinary school. Once a development goal is complete the faculty member must provide documentation to prove they have completed their goal. Documentation can include certificates of completion, transcripts, letters from leaders of classes, and photo evidence. This documentation is kept in the faculty members file.

5.34 Describe the frequency, content, and documentation of faculty meetings.

Faculty meetings occur once or twice every six weeks. The content of these meetings can range but are generally focused on creating and providing a better learning environment for our students. Faculty meetings are documented with a sign-in list as well as minutes taken by a faculty member. The minutes and sign-in sheet are scanned electronically and stored electronically.

5.35 Describe the plans for ongoing improvement in curriculum and faculty.

Development of the LCB Portland curriculum and faculty are ever-evolving processes of improvement. Every year each faculty member meets with the Director of Education to discuss their development plan for the upcoming year. Currently, the College is working to get all culinary and baking faculty members certified at some level by the American Culinary Federation.

The curriculum is in an ever-evolving state of change. The Le Cordon Bleu North America curriculum committee views our curriculum as living, breathing documents and continually provides feedback.



from faculty members and Directors of Education from across the country. These improvements meet the needs of our students as well as the ever changing competency requirements of the American Culinary Federation. For example, the curriculum committee is now working to implement new sustainability competencies into the curriculum. In addition to centralized curriculum add-ons such as sustainability competencies, small changes are made at the campus level when appropriate. When changes in restaurant standards and cooking trends and techniques occur we adjust curriculum to meet these current industry trends. All final decisions are made by the Le Cordon Bleu North America curriculum committee after discussion with campus directors of education.

- 5.36 What are the normal teaching loads, number of field preparations, and number of subject preparations for full-time and part-time instructors at the campus?

The LCB Portland full-time instructors teach 2 courses each 6-week module on average. If an instructor has more than 32 hours of classroom time they are paid overtime. Part-time instructors (adjunct) teach up to 20 hours per week.

- 5.37 What is the student-teacher ratio, for each program area, at the campus?

The student- teacher ratio for LCB Portland is 24:1.

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREE INSTITUTIONS

- 5.38 Describe how the general education courses offered by the campus contribute to the development of the student.

General education courses are designed to foster the understanding of, and respect for, self as well as the natural and social environment. Students have the opportunity to learn to evaluate, analyze, and synthesize information in order to develop critical thinking and problem-solving skills in a career environment. The courses are developed in response to industry demands and current trends.

5.38.1 Cite examples:

LCB Portland teaches a general math class that focuses on problem solving and applying problem solving techniques to real world situations. The College works to integrate curriculum with the culinary classes so students can apply mathematical concepts to culinary problems they will face on a day to day basis in their career. When students are challenged to see mathematical concepts in the work they do in the kitchen, the College finds the students develop a deeper understanding of math and they are more engaged in the process when it relates to the work they will be doing.

The English class also integrates culinary concepts into the teaching of English. Students are tasked with menu development and writing critical articles about food. Students are introduced to concepts about food safety in their beginning classes that are followed up on in the English class. Students are given writing assignments that are based on concepts they learn in their culinary classes. This process, like the math class, engages student and keeps them interested in the process of learning English because the material is related to what they are studying in the culinary arts or patisserie and baking fields.

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

- 5.39 Describe how part-time faculty are utilized by the campus.

LCB Portland utilizes adjunct faculty for course loads that tend to fluctuate with enrollment during the year. The College currently has 8 adjunct faculty members, 7 of whom teach general education.



5.39.1 What percentage of the faculty is part-time?

38% of the faculty are part-time.

5.39.2 Describe the procedures for evaluation and monitoring of part-time faculty.

The procedures for evaluation and monitoring of adjunct faculty mirror the procedures used for full-time faculty.

Adjunct instructors are evaluated on an on-going basis in several ways: student surveys and instructor-classroom observations. Student surveys are conducted electronically at the end of each course. Access is provided through their Student Portal for each student starting 4 days prior to the last day of class and ending 4 days following the final class day. The survey evaluates the instruction, as well as the curriculum and in addition to a Likert response, students may enter open comments in a field provided. Each instructor is also able to electronically view his or her own survey results, which are anonymous, and make modifications based on the results, if necessary. Instructors' average survey scores are reviewed by Lead Instructors and the Director of Education after each class cycle for new faculty members and bi-annually thereafter, unless negative feedback is obtained which would prompt more regular review and guidance for the faculty member by the education department leadership. The results of student surveys are reviewed during the mid-year and year-end review cycles with the instructor's supervisor and signed by each faculty member to acknowledge review annually. In-class observations are done for each instructor on a regular basis, at a minimum semi-annually. The observations are done by the education leadership or other members of the management team. Observations are then discussed with the instructor to highlight areas of strength and opportunity in the classroom. Instructors are encouraged to utilize professional development opportunities to strengthen their classroom management and teaching skills whenever possible.

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

5.40 What percent of those subjects which are part of academic associate's, bachelor's, and/or master's degree programs are taught by faculty members possessing advanced degrees as required in the Accreditation Criteria?

5.41.1 Currently 39.4% of faculty possesses advanced degrees meeting the Accreditation Criteria. The faculty job descriptions outline the minimum hiring standards necessary to meet the Accreditation Criteria relating to each job title and curriculum subject area. LCB Portland utilizes a corporate recruitment team to screen qualified applicants who apply and also search employment data bases, such as Monster.com. to recruit top candidates for open positions.

5.40.1 Describe the efforts to recruit and retain qualified faculty members.

LCB Portland is devoted to the recruitment and retention of qualified faculty through competitive compensation and benefits, including the opportunity for educational advancement through programs offered through Career Education Corporation.

5.41 What evidence is available to indicate that the members of the faculty are teaching courses which are based on their major and minor academic preparation and related experience?

All instructors' faculty files contain applicable official transcript(s) of the instructor's higher education experience as well as a current resume outlining their professional experience related to their teaching assignment.

5.41.2 If any faculty members teach a course outside of their academic major or minor, list their names and describe for each, how the administration determined their qualifications to teach their assigned subject(s). How are the qualifications documented?



Not applicable.

- 5.42 Describe how the campus ensures that there is sufficient enrollment in the second year of a two-year program or upper division courses in baccalaureate degree programs.

LCB Portland ensures there is sufficient enrollment in the second year of the programs through a three-tier process, including plans to decrease drops, improve attendance, and improvement of relations with students. By addressing these facets of student retention, the College is able to structure a plan that keeps students in school for a longer period. Plans start with the education leadership team, including the Director of Education, three Lead Instructors, and the Associate Registrar. These individuals monitor the student population on a daily basis looking for variations in attendance. This group also communicates with faculty members who can give them a clearer understanding of how a student is doing academically and socially in school. If a student is absent for two or more consecutive days, the education team will be alerted by the instructor as well as automatically alerted on a CampusVue report that tracks student data. When alerted non-attendance, the Lead Instructors contact the student to find out why they are not in class. This helps the College identify problems the student may have and how to be of assistance in solving their problems which can result in student retention.

When a student is experiencing academic problems the instructor completes a student action plan. The instructor fills in the academic problems and the solution and has a meeting with the student. The student reviews and signs the student action plan to ensure understanding of what is expected. The action plan is submitted to the Director of Education for review, and a Lead Instructor follows up with the student. The College believes this action and follow up helps to keep students on track with their grades. An improvement has been observed with this process, as fewer students are going on an academic warning or academic probation.

LCB Portland also ensures students stay in school for a second year by offering extra-curricular activities. The College has 5 clubs that students can participate in free of charge. In addition, there are opportunities for students to volunteer at local events and restaurants. These opportunities help the students to develop their career pathway, which, in turn, keeps the students engaged. When students feel they are making academic progress, they are more likely to continue.

6.



EDUCATIONAL FACILITIES

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curriculum, faculty, and students. In responding to the questions below, please consult Sections 3-1-600 through 3-1-602 of the *Accreditation Criteria*.

- 6.1 Describe how the buildings, classrooms, equipment, furniture, and surroundings meet the needs of the campus in size and scope.

Facility:

LCB Portland is centrally located in the heart of downtown Portland and offers immediate access to a public transportation system. The campus' approximate 38,923 square feet is comprised of: eight kitchen labs (including two demonstration labs); four lecture rooms; a faculty lounge; a learning resource center; and a 100 seat restaurant with a full kitchen.

All lecture rooms are able to accommodate up to 24 students and are equipped with monitors and screens for audio visual presentations to support instructional learning.

Faculty offices are equipped with desk space, computers, phones, facimile and printing machines. This provides a communal area in which culinary professionals can collaborate.

The learning resource center is a comfortable, well-lit facility available to all students, faculty and staff. This space has 36 seats and is often utilized for studying, tutoring, computer use and group meetings. This space is also used 2-4 times every week for peer tutoring and occasionally for College events, such as grad gala, an event intended to help students progress onto their externship phase. The learning resource center includes 22 computer stations with internet access and Microsoft Office software applications, such as Word, Excel and Powerpoint. Students are encouraged to access the web-based campus portal to locate current information about courses, grades, attendance and course materials to support their learning. Students can view school announcements or use Optimal Resume, an online career tool, to create and develop professional portfolios, resumes and cover letters. From these campus computers, a home computer or even mobile devices, students, faculty and staff are also able to login to the portal 24 hour a day and access the digital library, called the Cybrary. This robust collection of online resources includes periodicals, newspapers, electronic books, dictionaries and encyclopedias. Electronic articles, many of which are peer-reviewed, can be emailed, printed, downloaded, read by a computer-generated audio voice or translated into foreign languages. Electronic book text can be immediately viewed, searched for keywords, printed in limited amounts and saved in a folder for future access.

Furthermore, the campus maintains a small collection of approximately 100 print books for faculty and student use, including classroom textbooks, reference materials and contemporary cookbooks. These materials are stored within the faculty office and a portion of these materials may be checked out.

Library instruction is provided to all new students every 6 weeks. As part of their Food Safety & Sanitation class lesson plan, students are taught how to use these digital databases during a 40-minute recorded presentation by Le Cordon Bleu Regional Librarians that includes visual explanations and demonstrations of how to effectively search within five Cybrary databases and obtain relevant results pertaining to their class assignments. Instructional video tutorials and step-by-step user guides are also posted in the Library section of the campus portal for students to review and access on their own whenever needed.

Together, the collection of materials in the Learning Resource Center as well as its computer facilities and ongoing instruction provide students with a sizeable quantity and a high quality of credible research



material within a welcoming space that supports their culinary education and promotes lifelong learning.

The College provides vending machines that are equipped with various snacks and beverages

The College has lockers that are made available to the students for day-use as well as changing rooms for students to change in or out of their uniform. The college is housed in a building where there is parking provided by a third party vendor. Portland has an extensive public transportation system consisting of rail lines, bus lines and in-city tram lines, all of which stop directly by the school.

Equipment:

All kitchens are equipped with food preparation equipment found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary and baking and pastry skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry. See Exhibit "A"

6.1.1 Describe how the facility in compliance with all applicable federal, state, and local codes for occupancy and safety?

The exterior and interior surrounds are safe, properly maintained, and comply with local, state and federal building, safety, and health codes, as evidenced by the college's most recent fire inspection certificates and certificate of occupancy.

6.2 Does the campus utilize a campus addition or additional space?

Yes No

6.2.1 If yes, describe these locations.

Not applicable.

6.3 Describe any plans to improve the physical plant and equipment.

There are no current plans to improve the physical plant or equipment.

7.



PUBLICATIONS

It is important that an institution recognize the value of "truth in advertising" when promoting its operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and must reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft. In responding to the questions below, please consult Sections 3-1-700 through 3-1-703 and Appendix C of the *Accreditation Criteria*.

7.1 Describe how the catalog reflects the educational programs, operations, and services.

The catalog and addendum of LCB Portland communicate its mission and goals and provide general information concerning administration, educational programs, course descriptions, policies, procedures, services, and physical facilities. The catalog also contains the following information:

- A description and listing of learning objectives and curriculum requirements of each current program (with course descriptions providing the required credit hours, prerequisites, and learning objectives);
- General institution and department-specific policies and procedures about the academic, admissions, student services, financial aid, learning resource center, and career services departments.

7.1.1 How often is the catalog published?

The catalog is published annually. The catalog addendum containing the academic calendar, faculty listing, and the tuition and fees schedule is updated between publications.

7.2 How does the campus ensure that all enrolled students receive a copy of the campus catalog?

Any individual who requests the catalog receives a copy of the institution's catalog. The institution provides prospective students with a copy of the catalog during the interview and enrollment process, and they acknowledge receipt on their enrollment agreements. The College may provide a copy of the catalog personally, via email, U.S. mail, or through the LCB Portland website. Admissions representatives provide an overview of the catalog during the enrollment slideshow and use the catalog as a source of information provided to prospective students.

7.2.1 What other publications are provided to enrolled students?

The LCB Portland enrollment process uses program slicks detailing the courses for each program. Other publications issued to enrolled and prospective students include: career guide, experience Portland materials, industry facts, collegiate housing information, open house postcards, social media postcards, shoe guidelines, campus facts, viewbook, and master chef recipe cards. National students are also sent a packet that includes a Portland events calendar, Oregon events calendar, TriMet map, Portland visitors' map, and a Travel Portland magazine. LCBPortland also provides program-specific information during new student orientation.

7.3 Describe the advertising and promotional literature.

The media compliance group at CEC approves advertising and marketing materials prior to distribution to ensure compliance with federal, state, and regulatory requirements. The institution participates in direct mail, television, internet, and e-mail advertising. The advertising and promotional literature and website accurately reflect the dignity, integrity, and commitment of LCB Portland to its educational mission.

Examples of LCB Portland - specific advertisement:

- Television: 30 second, 30 minute paid programming. Radio: 15 and 30 second spots endorsed by on air personality; program sponsoring. These spots are campus specific and can either be event oriented or program(s) specific.



- Internet: School website, education oriented sites, i.e. Fastweb, Petersons and Quinstreet. Email campaigns to new and existing database.
- Collateral Marketing Materials*: Program slicks (campus specific), general brochure (campus specific), interactive DVDs (divisional), career guide (divisional).
- Direct Mail: Campus specific or event specific survey letters and postcards.
- Yellow Pages: Display and line advertisements.

The College has access to all print materials, which are archived, it can provide hard copies upon request.

7.4 Describe any plans for changes in publications.

The LCB Portland adds approved programs to the current offerings as they become available, and it will incorporate into the new publication any information currently contained in the catalog addendum. Other disclosure documents, including graduate and placement numbers, are updated as required by federal, state, and accrediting agencies.

7.5 If applicable, describe how the courses are numbered and identified in the catalog to indicate that advance work is offered and based upon the appropriate prerequisites.

LCB Portland uses a course numbering system that consists of a three- or four-letter prefix followed by three numbers and indicates both the area of study and a general freshman or sophomore level of the course.

Courses numbered 100-199 are generally taken during a student's first academic year.

Courses numbered 200-299 are generally taken during a student's second academic year.

Although the course number indicates the general level of study, courses may be completed out of sequence with a student's current study level, upon approval from the Executive Chef.

Each course in the catalog lists any prerequisites.

7.5.1 How does the catalog explain the course numbering system?

The course numbering system is described on pages 19 and 68 of the Le Cordon Bleu College of Culinary Arts 2013-2014 catalog.

7.6 If applicable, describe how and where the catalog identifies the general education courses required in a program.

The LCB Portland catalog clearly identifies general education courses (beginning on page 71).. The general education course descriptions include course numbers, course titles, and credits earned for each course. Within the course descriptions section of the catalog, the general education course descriptions also identify the course number, course name, credit, and prerequisite needed.

7.7 Describe the published performance information concerning student achievement.

Within each program webpage, a disclosed graduation rate and employment rates may be found as applicable to the campus or program. Graduation rates are calculated using the student right-to-know formula in order to comply with U.S. Department of Education requirements. The statistics track all first-time, full-time and certificate or degree-seeking undergraduate students who began school during the date range and have completed within 150% of the normal program length. On-time completion rates may also be found on each program webpage where applicable and are calculated using the gainful employment formula in order to comply with U.S. Department of Education requirements. The statistics track all students who graduated from their program between a July 1st through June 30th period and have reached completion within the program's designed timeframe.



7.7.1 Where is the campus performance achievement information published?

Campus performance achievement information is found on the student disclosure tab and at <http://www.chefs.edu/Programs>.



8. LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational program. The effectiveness of the library or learning resource center is of the utmost importance for institutions. Its collections should be appropriate and adequate to support the educational programs. They should be used by both students and faculty. The library or learning resource center should be organized with the educational needs of the particular institution in mind. The acquisition of materials should reflect the changing and developing trends of the business and technical world. In responding to the questions below, please consult Sections 3-1-800, 3-2-200, 3-3-400, 3-4-400, 3-5-400, and 3-6-700 of the *Accreditation Criteria*.

FOR ALL INSTITUTIONS

8.1 Explain how the instructional resources serve the needs of the educational programs.

The Cybrary provides continuous student and faculty access to library resources. Managed by a qualified Dean of Library Services located at CEC's campus support center, the carefully selected digital collection supports students as they advance through their programs of study. The collection includes quality, full-text, peer-reviewed articles from scholarly journals and full-text electronic books. The selection of Cybrary resources is done in collaboration with regional librarians and local librarians across CEC, with the ability for the Director of Education to provide feedback as needed. Regional and local librarians engage with faculty at the campuses to identify the specific resources needed to support the curriculum offered at each campus.

8.1.1 Describe any contracts or agreements with outside libraries or resource centers.

The library does not currently maintain formal contracts or agreements with other libraries or resource centers.

8.2 Briefly describe the physical and/or online holdings of the campus. (For online holdings, list the full-text databases in which the library maintains active subscriptions.)

Students have access to the Cybrary – a digital library available from their campus locations, as well as from home. Password protected access to the Cybrary is available through the school's student portal. The current full-text electronic books and e-journals available through the Cybrary include: access to over 610 electronic books and 11,000 serial publication titles. Also available are electronic articles and subscription databases including: Academic Search Premier, Culinary Arts Collection, Hospitality and Tourism Complete, EbscoHost eBook Collection, Food Science Source, MasterFILE Premier, and Oxford Reference Online. In addition, students have access to the following research database collections: National Newspapers, Opposing Viewpoints Resource Center, and Safari Tech Books.

8.3 Explain how the quantity and quality of instructional resources are appropriate for the size and scope of the campus.

The Regional Librarians select current and relevant materials that support the curriculum offered by the institution. The Regional Librarians strive for balance across areas of instruction and formats of educational materials. Requests and recommendations for materials are solicited and submitted in writing or via email. New materials are acquired in anticipation of emerging classes. Furthermore, the Regional Librarians review all course syllabi and project assignments to ensure that the library resources sufficiently support instructional delivery.

The Regional Librarians serve as a liaison between campus-based faculty and the shared library services located at CEC's campus support center. These individuals work closely with the Dean of Library Services to develop electronic library collections.



- 8.4 Explain how reference materials and periodicals are organized for easy usage and preservation.

Standard library shelves are clearly labeled to denote major areas of the collection. Current-year periodicals are arranged alphabetically by title on centrally located magazine shelves. Back issues are archived and arranged alphabetically by title in the library's stacks.

- 8.5 Who is responsible for developing and maintaining an up-to-date inventory of instructional resources?

The Regional Librarians select current and relevant materials that support the curriculum offered by each school. The Regional Librarians strive for balance across areas of instruction and formats of educational materials. Requests and recommendations for materials are solicited and submitted in writing or via email. New materials are acquired in anticipation of emerging classes. Furthermore, the Regional Librarians review all course syllabi and project assignments to ensure that the library resources are sufficient to support instructional delivery.

The Regional Librarians serve as a liaison between campus-based faculty and the shared library services located at the corporate campus support center. They work closely with the Dean of Library Services to develop electronic library collections

- 8.6 What is the budget for instructional resources (excluding personnel allocations)?

The annual budget for online Cybrary resources is determined by the corporate Dean of Library Services and is based upon LCB Portland's full-time student population and usage needs. For 2012, the budget was \$3,273. For 2013, the budget is \$5,530.

- 8.6.1 How is the budget determined?

Learning resource center budgets are provided by a combination of campus funds, for the library facilities, supplies, computer equipment and Cybrary subscription databases and shared service library funds, for the email/chat reference service.

Budget projections are based upon previous annual expenses and current database subscription rates. The Cybrary budget for LCB Portland has been relatively stable for the past few years.

- 8.7 Describe the assessment strategy for library resources and information services.

At LCB Portland, faculty and student workers are available daily to assist students with library instruction and information services. They monitor the library space, computers and a small collection of library books to ensure that these resources support class assignments and student learning.

In addition, the Regional Director of Library Services collects usage statistics for the digital library on a monthly basis in order to analyze the quality of collections and recommend new purchases or the weeding of outdated materials. Key statistics include:

- Cybrary: usage of 15 digital research databases, including the number of sessions initiated by students and staff, the number of searches conducted, the number of full-text results and the number of abstracts delivered as a result of these information searches
- Library portal page: the number of times per month that students and staff have visited the library page via their campus portal to find information about library hours, the email/chat service, research and citation guides and digital databases.
- Email/Chat: The number of times per month that students and staff have contacted an online librarian to ask reference questions. This email and chat service is available to students and staff 7 days a week.



Data collected from these statistics, along with periodic updates regarding learning resource center facilities, including the number of computers and seats are available in the library, are submitted on a quarterly basis to the Dean of Library Services, who prepares a comparative report to ensure that libraries are providing excellent academic support to students and staff.

8.8 Describe the training for students and faculty to utilize library resources as a part of the learning process.

Library instruction is provided to all new LCB Portland students during day two of their first class, LCBC 105 Food Safety & Sanitation. This 41-minute recorded presentation that is shown during class explains to new students how to access library tools on their campus portal, how to communicate with librarians through the email and chat service, how to conduct information searches in 5-6 digital databases, how to evaluate article, newspaper and ebook results for class assignments, how to use academic tools differently than internet search engines and how to avoid plagiarism. This training is embedded within class curriculum, is provided every 6 weeks and occurs multiple times during day two, dependent upon the number of LCBC 105 classes scheduled each term.

More specific training is also provided to new faculty and student workers whose roles support the learning resource center. This training is offered every 6 weeks though a live online session with the Regional Director of Library Services during the first week of each term and includes information about the purpose of libraries, classification systems, bookshelving training, library policies and procedures, tips for effectively assisting students, accessing the email and chat service, and how to successfully conduct searches in 4-5 digital library databases in order to help students with class assignments and their information needs.

8.9 Describe the facility where library and instructional resources are held.

The LCB Portland library occupies a space approximately 660 square feet located on the 5th floor of the facility. The area contains 6 study tables, and seating for 36 people, a staff work space, reading area, 24 Internet-ready computers, and a laser printer, available for use. Current students and staff may also access the institution's wireless network in the library.

8.10 Describe any plans for improving instructional resources.

The Regional Librarians serve as a liaison between campus-based faculty and the shared library services located at the CEC campus support center. They work closely with the Dean of Library Services to develop electronic library collections. The Regional Librarians engage with faculty at the campuses to identify the specific resources needed to support the curriculum offered at each campus.

Similarly, the Regional Librarians strive for balance across areas of instruction and formats of educational materials. Requests and recommendations for materials are solicited and submitted in writing or via email. New materials are acquired in anticipation of emerging classes. Furthermore, the regional librarians review all course syllabi and project assignments to ensure that the library resources are sufficient to support instructional delivery.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

8.11 Who is responsible for assisting students and faculty in the use of the library during posted library hours? If the individual is professionally trained, describe these qualifications.

At LCB Portland, faculty and student workers are available daily to assist students with library instruction and information services. They monitor the library space, computers and a small collection of library books to ensure that these resources support class assignments and student learning. For research and reference support, the student LRC staff guides students to shared services online reference support. The full-time Regional Librarian, Sharon Tani, has a Master's Degree in Library and Information Science from San Jose State University and is the 2011 recipient of their Edna B. Anthony Award for Reference and Information Science.



The Dean of Library Services, located at the CEC campus support center, and the seven online reference librarians possess MLS Degrees from ALA-accredited institutions. In addition, in order to assist each student in reaching their full potential, the Student Ambassadors Club offers friendly one-on-one peer tutoring services in all areas of the curriculum and computer use.

Tutoring is available Monday through Friday on an appointment basis and is overseen by the Director of Education.

8.11.1 If there are library assistants describe how these individuals are trained to assist students and faculty.

A live, online peer tutoring orientation training is also offered by the Regional Director of Library Services every term for student worker who engage in peer tutoring. This presentation contains information about the value of helping fellow students, the tutor's role and responsibilities, professional conduct, tips for successful tutoring and different styles of learning.

8.12 Explain how the instructional resources serve the needs of the educational programs.

The LCB Portland LRC supports the educational programs through a collection of books, periodicals, online resources and audiovisual materials. The library's on-site collection consists of approximately 100 print books for faculty and student use, including classroom textbooks, reference materials, and contemporary cookbooks. The specialized collection covers all areas of the Culinary Arts and Patisserie & Baking programs.

The College has a Cybrary, an extensive collection of electronic resources to support student learning. This digital library contains a collection of full-text journals, books, and reference materials. Additionally, patrons may also obtain instructional guides for using electronic library resources. The library does not currently maintain formal contracts or agreements with other libraries or resource centers.

8.12.1 How does the campus determine which reference works are acquired?

The Cybrary provides continuous student and faculty access to library resources. Managed by a qualified Dean of Library Services located at the CEC campus support center, the digital collection is carefully selected to support students as they advance through their program of study and includes quality, full-text, peer-reviewed articles from scholarly journals and full-text electronic books. Regional librarians and local librarians collaborate to select resources for the Cybrary, with the ability for the Director of Education to provide feedback as needed. Regional and local librarians engage with faculty at the campuses to identify the specific resources needed to support the curriculum offered at each campus.

8.13 What percentage of total tuition revenue is spent for library acquisitions?

Library acquisitions are budgeted at less than 1% of total tuition revenue.

8.14 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels?

The Cybrary budget for LCB Portland has been relatively steady for the past three years.

8.14.1 Explain.

The overall budget for Cybrary resources has remained steady over the past three years, with small fluctuations when a database subscription was discontinued or a new database was added. In most cases, a lesser used resource was discontinued by the Dean of Library Services to offset any higher subscription costs of a new database. Annual fees remained at a stable rate for campuses while the Cybrary continues to provide a meaningful and diverse collection of worthwhile instructional resources.



- 8.15 Explain how reference materials and periodicals are organized for easy usage and preservation.

Standard library shelves are clearly labeled. Current-year periodicals are arranged alphabetically by title on centrally located magazine shelves. Back issues are archived and arranged alphabetically by title in the library's stacks.

- 8.16 How does the campus provide physical and/or online resources necessary to make the educational program(s) effective?

The LCB Portland offers students a variety of information technology resources. Students have access to computers in the library and hallways for research projects, writing assignments, and general use. Additionally, the institution provides WiFi access for students on campus. Online research resources are readily available through the institution's online library, the Cybrary, which is accessible on campus as well as at home. The Cybrary contains thousands of full-text journals, newspapers, and electronic books.

Students have the opportunity to use the student web-based portal for current information about courses, grades, and attendance. In many cases, faculty also post supplemental course materials and course syllabi to support student learning. Students can also download the academic support calendar that details campus events and career services workshops offered throughout the cycle. The portal also serves as an additional gateway to the Cybrary and ongoing academic support activities. Students additionally have the ability to download a free copy of Microsoft Office 2010 for use on their personal computer. This program will assist them in preparing papers and presentations for class.

At LCB Portland, we utilize the online student portal to give real-time grading and feedback to our students, as well as access to their class syllabi and various supplemental materials (i.e., homework papers, class handouts, project grading rubrics, etc.). Instructors are given an iPad to assist in the real-time grading process as well. In our kitchens and classrooms we have various types of A/V equipment to make lectures and demos more accessible, including flat screen monitors and portable mic packs. The College also utilizes a "digital signage" system in our main hallways which displays various campus announcements and updates, and instructional demonstrations by our Chef Instructors. Finally, as our students prepare to leave on their externships, we give them a compilation DVD of the recorded instructional demonstrations to assist them in their future endeavors.

- 8.17 Describe the physical and online library resources, including information about the

- 8.17.1 Total number of physical volumes

LCB Portland's learning resource center has a small collection of circulating materials available to faculty, staff and students that include approximately 100 print volumes.

- 8.17.2 Total number of online collections available

The LCB Portland online library, the Cybrary, contains 15 full-text research databases. This digital collection includes a wide range of resources, including journal articles, newspaper articles, dictionaries & encyclopedias, electronic books and food science case studies.

- 8.17.3 Number of titles and/or online collections related to each program offering

Culinary Arts Certificate Program: 7 full-text research databases, 126 electronic books and approximately 65 print books

Culinary Associate Degree Program: 15 full-text research databases, 229 electronic books and 65 print books

Patisserie and Baking Certificate Program: 7 full-text research databases, 123 electronic books and 20 print books



Patisserie and Baking Associate Degree Program: 15 full-text research databases, 236 electronic books and 20 print books

- 8.17.4 Number of titles and/or online collections related to general education courses taught

General education: 15 full-text research databases, 412 electronic books and 15 print books

- 8.17.5 Number of program-related periodicals to which the institution currently subscribes

LCB Portland has 5 print periodicals subscriptions, plus more than 3,000 periodical titles indexed in our 15 research databases regarding culinary, baking, food science and general education topics.

- 8.17.6 Number of other periodicals available

Included in many of our 15 Cybrary research databases are more than 7,000 full-text journals related to business, math, english, psychology, history, current events and a myriad of topics applicable to assignments for each program.

- 8.18 Describe the library's procedures regarding student borrowing and return of materials.

At present, the library's core collection is non-circulating for students

- 8.19 Describe how online resources, if any, are made available to students.

LCB Portland offers students a variety of information technology resources. Students have access to computers in the library and the hallways for research projects, writing assignments, and general use. Additionally, the institution provides WiFi access for students on campus. Online research resources are readily available through the iThe Cybrary, which is accessible on campus and at home. The Cybrary contains thousands of full-text journals, newspapers, and electronic books.

Students have the opportunity to use the student web-based portal for current information about courses, grades, and attendance. In many cases, faculty also post supplemental course materials and course syllabi to support student learning. Students can also download the academic support calendar that details tutoring and career services workshops offered throughout the cycle. The portal also serves as an additional gateway to the Cybrary and ongoing academic support activities.

- 8.20 Describe how the campus monitors student usage of the library and instructional resources?

For electronic databases, the Dean of Library Services manages the Cybrary. The Dean of Library Services worked with each vendor and established unique urls for all of the electronic resources for the institution; these unique links are installed on the student portal. During the second week of each month, the Dean of Library Services pulls usage data for electronic resources for analysis and assembly and distribution to the campus librarian.

For reference support, librarians track usage by reference transactions done via email, and online chats.

- 8.21 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:

a. faculty

When evaluating new materials for purchase, the Regional Librarian consults library usage records. The Regional Librarian does this on an ongoing basis with requests for recommendations in person, in writing or via email. The Regional Librarian notifies the Director of Education of new materials that are added to the collection and compiles a usage report that tracks collection usage, library services, and patron numbers. Most importantly, for collection development purposes, all books and periodicals that are used in the library are tallied and usage patterns are monitored; the Regional Librarian uses this data when making purchasing decisions.

b. appropriate national professional organizations and societies, and



The Regional Librarian maintains professional membership through the American Libraries Association (ALA), referring to its recommendations for materials, resources and services.

- c. a nationally recognized list (or lists) of online collections, books, and periodicals?

When evaluating new print and/or online materials for purchase, the Regional Director of Library Services consults faculty, current book review resources and industry lists.

Staying current with any program changes via Director of Education weekly meetings and participation on curriculum committees, the librarian receives faculty recommendations and evaluates these requests along with reviews from leading journals, if available, such as Library Journal, Choice, Publisher's Weekly and other culinary-related publications.

In addition, the annual list of award-winning cookbooks, articles and texts pertaining to food culture, announced by the James Beard Foundation and International Association of Culinary Professionals are reviewed and considered for purchase each year. Catalogs of new releases from publishers and culinary-related associations are also regularly consulted.

- 8.22 Describe any plans for improving the library.

Together, the collection of materials in the learning resource center as well as its computer facilities and ongoing instruction provide students with a sizeable quantity and a high quality of credible research material within a welcoming space that supports their culinary education and promotes lifelong learning. There are no current plans for library improvements.

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

- 8.23 How does the professionally trained individual maintain his/her professional awareness?

The Regional Director of Library Services for LCB Portland is an active member of the American Library Association (ALA), Library Leadership and Management Association (LLAMA), the Association of College and Research Libraries (ACRL), the California Library Association (CLA), the Special Library Association (SLA) and the Culinary Historians of Southern California. She attends the American Library Association annual conference every year and will serve as a conference panel speaker at this year's California Library Association conference. She stays informed about library issues by reading professional journals and attending library-sponsored webinars throughout the year. She continues to learn about culinary subjects by attending cooking events, lectures about food history and the Western Food Service & Hospitality Expo annual trade show.

- 8.24 How many hours a week does the professionally trained individual personally supervise the library?

The Regional Director of Library Services for LCB Portland has oversight of the learning resource center's collection and services and is the primary resource for library users. Working in tandem with campus leadership, who manage the facility, training, and programs on a daily basis, she provides regular and ongoing training and service support to the campus. Student workers employed in the library to assist students with the use of library resources, help maintain the library space and provide peer tutoring sessions. These student workers, supervised by the Director of Education and Lead Instructors, are scheduled throughout the library's open hours for up to 20 hours per week per student.

- 8.25 Describe the information technology available in the library. List web-based research and information literacy resources currently used by students and faculty.

A range of hardware and information software technology is available to students and faculty. The LCB Portland campus has 22 computers for students, faculty, and staff to use for research projects, writing assignments and general use. All computer stations include internet access and Microsoft Office software applications, such as Word, Excel, and PowerPoint, that students use to complete homework assignments. The Learning resource center also provides a printer/photocopier. Users can also bring their own laptops or mobile devices and access resources using the wireless capabilities on campus.



Students are encouraged to use these computers to access the web-based campus portal to locate current information about courses, grades, attendance and course materials to support their learning. The portal also contains Cybrary resources, including thousands of full-text journals, newspapers and electronic books. Of particular interest are the Culinary Arts Collection, the eBook Collection and the Hospitality & Tourism Complete databases with access to full-text journals, books, newspapers, trade publications and multimedia resources which specifically cover culinary topics and industry news. This portal serves as a gateway to the virtual library which also includes the email and chat service.

8.26 What system is used to catalog library titles?

The learning resource center is a modern virtual library and does not have traditional cataloged records like those associated with print collections. The online collections are contained within one portal website and are clearly accessible under the library portal database page in alphabetical order with content descriptions. Electronic books can be searched and found in various ways using title, author, keywords, Boolean terms or other options available through the Advanced Search feature. Should library users desire to know which publications are available, most database products feature an option to link to a comprehensive list of indexed periodical titles.

To monitor the Cybrary's resource inventory, the Regional Director of Library Services periodically obtains reports of indexed titles from database publishers and reviews the content in relation to the LCB Portland programs to ensure that adequate resources are available to support student education.

8.27 Describe how library resources are made available to students. (List the hours during which the library is open.)

The learning resource center is open Monday-Thursday from 6:00 AM-9:00 PM and Friday from 6:00 AM – 7:00 PM. During these hours, students, faculty and staff are able to use the computers and printer, access the portal, research the Cybrary, attend class sessions for academic projects, participate in peer tutoring session or use the space for studying.

From campus computers, home computers or mobile devices, library users can enter the campus portal and access class content, financial aid information, career service tools and much more. Clicking on the library tab allows them to access a large collection of Cybrary resources and research guides. From the library page, students, faculty and staff can email or chat with a librarian.

The nature of the online library allows library resources to be available to students anytime, anyplace and anywhere they have a computer or smartphone with an internet connection.

8.28 Describe the interlibrary loan or other outside resource agreements, if applicable.

The library does not currently maintain formal contracts or agreements with other libraries or resource centers. However, the Le Cordon Bleu librarians located at the Los Angeles, Chicago and Boston campuses have sizeable print collections and are able to readily send requested materials to the LCB Portland campus upon request.

For access to additional resources, students are often encouraged to use their local public library systems for items that may not be available through the college library. For example, students may be referred to the Multnomah County Public Library system, which has 20 branches throughout the county, and a Central branch located less than 2 blocks from the LCB Portland campus. Visiting the public library allows students to check out popular books and access different research databases. The link to the Multnomah County Public Library system is easily accessible from the library page on the LCB Portland campus portal.



8.29 What evidence indicates that the library collection (on-site and online) includes up-to-date holdings which are pertinent to the various subject fields and are responsive to the needs of individual courses?

The Cybrary collection is always up-to-date, as these dynamic database products are continually revised by publishers with new and timely content about culinary topics, restaurant and industry news and subjects relating to general education.

A review of the databases themselves is conducted a few times per year by the Regional Director of Library Services and the Dean of Library Services. Notifications from database publishers allow the library team to hear of any new products that may or may not better serve the Le Cordon Bleu programs and assignments.

To further support individual course content, the library team is developing a series of online LibGuides this year that contain information related specifically to each class topic and project assignment. Librarians can easily create and manage these guides and update them with new links, images, text, and automated surveys. Together, the collection of Cybrary resources as well as its computer facilities and ongoing library instruction provide students with a sizeable quantity and a high quality of credible research material, within a welcoming and supportive campus environment, that supports their culinary education and promotes lifelong learning.



ACICS Application for Accreditation – PART II

Explanation of Self-Study Planning Process

Please explain how the self-study was planned; who organized, supervised, and participated in its preparation; which person or persons prepared each section of the report (include signatures); and to what extent the document is viewed by the institution as a planning document for the future.

In Early June, 2013 the President of the school, Julia Brooks, distributed self-study responsibilities to four managers in the school including herself, the Director of Education, Matt Kuerbis; the Business Operations Manager, Katie Stone; and the Purchasing Manager, Vicky Hyndman. Self-study sections were distributed based on the departments that each person leads. In addition to the four managers, 18 more faculty and staff members were chosen to work on each section of the self-study. The Managers were responsible for supervising their team, setting deadlines, and reviewing the work that was submitted by each team member which was then submitted to corporate resources for further review.

The teams were broken down in this fashion:

Section #	Name	Signature
1.0	Mission, Objectives & Institutional Effectiveness	(b)(6)
	Julia Brooks: Team Leader	
	Kelvin Gurr	
	Sara Baisch	
2.0	Organization	
	Julia Brooks: Team Leader	
	Alexis Swenson Degrate	
	Emma Nowell	
3.0	Administration	
	Julia Brooks: Team Leader	
	Sara Baisch	
	Ron Costa	
4.0	Relations with Students	
	Matt Kuerbis: Team Leader	
	Luke Becker	
	John Eliassen	
	Jana Laks	
5.0	Educational Activities	
	Matt Kuerbis: Team Leader	



ACICS Application for Accreditation – PART II

Explanation of Self-Study Planning Process

(b)(6)

Gene Hansen
David Hatch
Marsha Parmer
Erica Stephensen
Susie Wilcox

6.0 Educational Facilities

Vicki Hyndman: Team Leader
DJ Wendeborn

7.0 Publications

Katie Stone: Team Leader
Paul Folkestad
Alexis Swenson Degrade

8.0 Library, Instructional Resources & Materials

Katie Stone: Team Leader
Sadie Damon
Adam Wellen
Anjali Wynkoop

The self-study (in conjunction with the CFP) clarifies and summarizes areas of institutional success and opportunity. It is used by leadership at LCB Portland to set long and short term goals for student outcomes and operational success.



ACICS Application for Accreditation – PART II

Future Plans for the Institution

Please provide an explanation of the future plans for the institution, with specific references to planned changes in faculty, administration, physical plant, equipment, library, admissions and graduation requirements and standards, curriculum, increase or decrease in student body or faculty, and any other plans.

Faculty- Additional faculty will be required as the student population increases. It is our intent to maintain an effective student teacher ratio that aids in retention, learning outcomes, and job placement.

Administration – Significant organizational changes occurred in 2011. No further changes are planned at this time for the administration of the school.

Physical plant- Facilities updates designed to enhance student engagement, educational outcomes and retention are important factors considered in our operations. Four lecture classrooms may now be used as a demonstration kitchen if needed. This will provide a conducive environment for culinary demonstrations in addition to lecture components in the classroom.

Equipment – Normal cycling of equipment will occur during the term to ensure sufficient quality and quantities are available for instructional purposes. Small wares selection will also be expanded within our kitchens to alleviate from students the burden and cost associated with ownership.

Library – No changes are planned for the physical library, Virtual online library services and collections will continue to expand to better serve our students.

Admissions – No significant changes in the structure or size of our admissions department are planned to occur in the near term.

Grad Requirements and Standards – Continued evaluation of student outcomes and assessments will determine future changes. These changes will come from feedback of our students, employers, faculty and others as outlined in the Campus Effectiveness Plan.

Curriculum – The structure and delivery of the curriculum were standardized in 2013. There are no plans to significantly change curriculum in the near term. The curriculum is a living document. Faculty, industry, and students provide feedback on the curriculum, and administration is expected to measure outcomes. When best practices warrant it, changes are made to the daily lesson plans, recipes, quizzes, and food orders to keep the curriculum maximally serving its stakeholders.

Increase of Student Body and Faculty – The new delivery method of the curriculum has increased our potential student capacity. While we do not expect to reach this capacity in 2013, we do expect to continue expanding our enrollments and increasing our population over the few years. .



LE CORDON BLEU
COLLEGE OF CULINARY ARTS®

**Campus Effectiveness Plan
October 2013**

**Le Cordon Bleu College of Culinary Arts
Portland**

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I. Introduction

A. General Statement

The goal of the Campus Effectiveness Plan (“CEP”) at Le Cordon Bleu College of Culinary Arts Portland (“LCB Portland”) is to provide a blueprint for the tracking and measuring of the institution’s success in fulfilling its mission. The CEP also serves to organize the means for ensuring continual improvement and assessment of the programs offered at LCB Portland.

LCB Portland established the Campus Effectiveness Team (“CET”) with representation from various school departments that meets on a periodic basis. Please see the listing below for committee membership. The committee reviews the methods used to measure educational outcomes at this institution and the outcomes of those methods. At its most fundamental level, the committee is charged with executing a high degree of interdepartmental collaboration, resulting in process improvements at every opportunity. The goal is to achieve a process improvement which is successful, educationally sound, and in alignment with our mission.

The Campus Effectiveness Team (CET) committee members are:

Julia Brooks	President
Matt Kuerbis	Director of Education
Marsha Parmer	Director of Career Services
Thomas Barker	Director of Admissions
Kathryn Stone	Business Office Manager
Ronald Costa	Lead Instructor
Emma Nowell	Lead Instructor
Daniel (DJ) Wendeborn	Lead Instructor
Mario Novo	Regulatory Operations Consultant

B. History

Le Cordon Bleu College of Culinary Arts in Portland, formerly known as Western Culinary Institute was established in 1983 to meet the growing demand for professionally trained chefs and quickly gained a national reputation. In 1999, Le Cordon Bleu College of Culinary Arts in Portland began its partnership with Le Cordon Bleu International. Le Cordon Bleu College of Culinary Arts Portland’s association with Le Cordon Bleu International represents a union of one of the finest European and North American culinary arts training programs available today, providing the opportunity to experience a comprehensive, challenging and hands-on education.

Currently, the physical facility occupies approximately 39,000 square feet, including four lecture rooms, seven professionally equipped kitchen classrooms, two demonstration kitchens with audiovisual equipment and a computer lab/on-line library. Kitchen labs are equipped with food preparation equipment found in the industry for the students' use in practicing a variety of culinary, baking and pastry skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry. The full-service restaurant Technique is open to the public and generally staffed by students. This provides students with the opportunity to put into practice many aspects of their training.

LCB Portland is licensed by the Oregon Student Assistance Commission Office of Degree Authorization to grant an Associate of Occupational Studies degree in Le Cordon Bleu Culinary Arts, an Associate of Occupational Studies degree in Le Cordon Bleu Pâtisserie and Baking, the Certificate in Le Cordon Bleu Pâtisserie and Baking and the Certificate in Le Cordon Bleu Culinary Arts.

In November 2009, CEC's culinary education group ("CEG") finalized a name change and the school name was changed to "Le Cordon Bleu College of Culinary Arts." By intention, this change provides the CEG the capacity to speak to the marketplace as a unified global brand as opposed to a disparate collection of schools. The result is the capability to leverage the history and quality, as well as the French tradition and consistency of the iconic brand of "Le Cordon Bleu" to the broadest audience. The CEG will develop greater brand unification in the marketplace and LCB Portland will clearly experience a "lift" to some degree in enrollment volume due to the name change.

Based upon the impacts from Gainful Employment legislation and feedback from alumni, LCB Portland and many of the other schools that are part of Le Cordon Bleu Schools of North America (LCBSNA) made many sweeping changes to the operations and design of the overall business model. The intended outcome was to enhance the quality of Culinary Arts and Patisserie and Baking curriculums while reducing the cost of education and the resulting student debt level associated with this education. As a means to describe the numerous changes and events, they will be listed below in bullet point fashion:

- Chef Edward Leonard, CMC, WGMC, AAC hired as LCBSNA Corporate Executive Chef.
- The on-campus Associate Registrar works with a Regional Registrar who oversees five LCB campuses.
- On-campus library assistants work with two centralized regional librarians who are available 7 days per week to assist students with research and their library needs.
- Students now arrange their financing for their education through the Career Education Corporation (CEC) student aid solutions (SAS) center
- Business Operations Manager (BOM) position created at LCB Portland to work with the Regional Controller as well as to oversee on-campus financial transaction. Additionally the campus retained one employee Student Finance Representative who is assigned to assist students with their on campus student finance needs as well as serve as a liaison with the SAS center.

- Vice President of Admissions & Marketing at LCB Portland position has been re-designated with a Director of Admissions in charge of the department.
- Associate Director of Admissions position has been re-designated as Lead Admissions Representative.
- Both Associate's Degrees offered for the January 2010 start and then began the "Teach out" are again being offered as of January 2012.
- ,
- Information Technology services are now provided by a 3rd party service provider as well as having a shared IT manager position with Sanford Brown College in Portland.
- Facility maintenance is now provided by a 3rd party provider.

C. Institutional Mission, Purpose, and Vision:

Mission - Le Cordon Bleu College of Culinary Arts is an institution of higher learning for students who share a passion for the culinary and hospitality arts. We are dedicated to providing quality career education that integrates the classic culinary curriculum of Le Cordon Bleu in combination with modern technology and innovation in global cuisine.

Purpose - We feed dreams and nourish lives.

Vision - Le Cordon Bleu will be recognized as the premier source of professional cooks who receive the highest value education in the culinary industry.

D. Educational Environment

Students at LCB Portland represent many rich and diverse cultures. Our students range from recent high school graduates to mid-life career changers and others who are finally in pursuit of their lifetime dream of working in the field of Culinary Arts.

The curriculum at LCB Portland is predicated on hands-on instruction partnered with the theory and knowledge required for competency. The student is exposed to a variety of styles and experiences from our quality instructors in order to prepare for a future in the culinary arts or the patisserie and baking fields.

II. Academics, Registrar and Career Services

A. Academics

In order to provide an extraordinary student experience the faculty and staff at Le Cordon Bleu Portland work together to provide support to students throughout their education. The academics administration team works with the admissions team to understand incoming students, the academics administration team also works with the faculty throughout the student's education to ensure understanding of how students are progressing with their education. Finally, the academic administration team works with career services to help place students in their externship. With all teams working together, ensure that LCB Portland provides excellent customer service to all students. In addition to the various teams working together to assist students during school, it is the strong belief of the academics team that students need to have an excellent classroom experience combined with multiple opportunities outside of the classroom. This allows the students to be involved and continue to be inspired to pursue their career pathway throughout their time at Le Cordon Bleu Portland.

In order to facilitate assisting students in the most appropriate manner, based on any particular situation, there must be a high level of collaboration between those responsible for academic matters and those that can assist with non-academic matters, commonly referred to as "life issues." The distinction between the types of issues often overlaps. Accordingly, the relationship between academics and life issues requires extensive collaboration with other school staff, with the academics team being ultimately responsible.

The academics/education team works closely with the admissions team during "product knowledge" events that are held frequently. One member of the faculty will teach the admissions team about the classes that they teach as well as describe themselves as an instructor. This enables the admissions team to better describe the program to potential students and provide a more transparent view of the curriculum and life of a student on campus. The Director of Education also meets with the Director of Admissions to discuss incoming students and potential problems they may face as a new student so the faculty can assist them in adjusting to campus life.

The academics team consists of the Director of Education and three Lead Instructors. At all hours of classes at least one of the members of the academics team is available to the students for problem solving or just to discuss school and potential career pathways. The students are highly encouraged to stop by any time to speak with the academics team. During new student orientation, the Director of Education explains his open door policy and continued availability to students.. The academics team believes this creates a culture and atmosphere of inclusion and creates a more open environment for addressing student issues or concerns.

On a weekly basis, the academic leadership team meets to identify “at-risk” students and to assign a responsible party to assist the specific student in the resolution of his or her issue. These students are identified through communication from the faculty, monitoring the students last date of attendance, monitoring financial problems, and monitoring the amount of communication the student has with the career services department. Sometimes assisting a single student is a collaborative effort of many LCB Portland staff including the President. This is a highly confidential and collaborative meeting, a key component of which is that all of the necessary academic leaders are simultaneously available to determine the best strategy for resolving student challenges. A specific person takes lead ownership of the issue and follows through to enact a resolution.

Throughout the year, the academics team uses various metrics to ascertain improvement opportunities in all areas. LCB Portland began to use a “retention dashboard” which is monitored daily to track student attendance and academic progress. In addition to analyzing metrics for improvement, the academics team continually strives to provide an inspirational environment for the students both in and out of the classroom. Each of the listed metrics provides information that is used to evaluate institutional effectiveness:

- Retention dashboard- the academics team reviews this daily to monitor attendance and academic progress.
- Attrition rate - the academics team reviews the attrition rate daily.
- Student satisfaction surveys -The academics team surveys the students after each 6-week term.
- Consecutive absences report - the academics team reviews this report daily.
- Last day attended report - the academics team reviews this report daily.
- Satisfactory academic progress- the registrar’s office runs this report after every six-week module.
- Extraordinary student experience measurement report- a student satisfaction report given periodically throughout the year. Le Cordon Bleu Portland was consistently placed in the top ten of all Career Education Corporation schools in all of the surveys.

The academics and career services teams work closely together to help students complete the final stage of their education, externship. Career services visits each class throughout the year to help students put together all the necessary materials they will need for their externship. The faculty and career services work together to identify student interests, and hold the students accountable to turning in all the correct paperwork so they are fully prepared to begin externship.

With all departments, working together the staff at Le Cordon Bleu Portland can ensure that all students are receiving the attention and direction they need to be successful. The collaboration is evident to the students and provides a supportive environment that allows all students to thrive.

In January of 2013, LCB Portland resumed teaching the Associate’s degree program in both culinary arts and patisserie and baking. The Le Cordon Bleu curriculum committee includes a team of campus-based Directors of Education and academic professionals who have worked together to build the curriculum for the additional classes. The programs are 84

weeks in length. Students can choose between the Certificate program or the Associate's degree program. Students who previously graduated with the Le Cordon Bleu certificate have the option of returning to school to take the classes necessary for completing an Associate's degree.

In order to provide excellent education in the classroom, in 2012 the curriculum committee established a feedback system where instructors are able to provide comments and suggestions about what may not be working well in the class. This allows the curriculum to naturally evolve over time and allows the curriculum committee to truly understand what is happening in the classroom. The curriculum committee meets regularly to review all feedback and to discuss the feasibility of suggested changes. Each course is assigned a course champion who ensures that all feedback is reviewed and, if appropriate, makes the changes to the curriculum. They notify all the Directors of Education and purchasers of the changes.

B. Registrar

The Director of Education works closely with the campus level Associate Registrar (AR) to monitor student registration, satisfactory academic progress, leaves of absence, and all other registration duties. The AR also works with a Regional Registrar in monitoring compliance with all registration rules. The AR is considered a part of the academics team and participates in all academics meetings, provides valuable insight into student attendance issues and is a key component of our student retention program. The AR calls students on a daily basis to gather information about why students may not be attending class. The faculty stays in direct contact with the AR and provide information about student absences. The academics team can follow up with students and ensure they return to class or get help they need to stay in school.

The Associate Registrar provides excellent customer service to students in the following fashion:

- Available from 9am-5pm five days a week to assist students.
- The processes that have been improved this past year are:
 - Leave of absence:
 - Processing of leave of absence requests. The AR and Director of Education work closely together to ensure leave requests meet the requirements for a leave of absence and happen in a timely manner.
 - The AR is responsible for contacting students who have to return from a leave of absence. A letter is sent to students reminding them of their return date. The AR then follows up with phone calls to the student to ensure they return from their leave of absence on the designated date.
 - All students who return from a leave of absence must meet with the AR or Director of Education upon their return. At this time, the AR will register them for class.

Transcripts are available for students on a 24/7 basis. Students have continuous access through Docufide, an electronic transcript service that is utilized by the Culinary Education Group.

The Associate Registrar collaborates with other departments on campus to ensure that they are using all of the resources available to assist the students. The Associate Registrar participates in the weekly academic leadership meetings geared toward understanding student challenges. During this meeting, participants discuss students who are struggling with academic issues as well as personal “life issues” and work together to resolve the challenges in the best interest of the student.

Academic policies and procedures are reviewed during the faculty in-service meetings to ascertain that the faculty is up-to-date and knowledgeable about the existing requirements of the Registrar’s office.

The Registrar’s office runs the following reports:

Attending students with no satisfactory academic progress (SAP) for recent term on second Monday of the module - At the end of each 12-week term, the Regional Registrar reviews the student’s record to determine if satisfactory academic progress (SAP) has been met.

Courses with un-posted grades > 48 hours on the first day of the module: To ensure that all student grades are posted for student viewing and for school records, the Associate Registrar runs a report to see if an instructor posted all grades. This allows administration to ensure students have access to their course grades. In addition, this allows administration to ensure proper matriculation to the next class module. If a student failed a class, they can be rescheduled to retake the course.

Attending students with no current or scheduled courses on first day of module: Running this report allows school administration to ensure that all students have been registered for the next module.

C. Career Services

Once a student enrolls at LCB Portland, they are eligible for career services (CS) assistance. The CS team is available to all students to assist with part-time employment or full-time employment opportunities. This duty is primarily the responsibility of the Career Service Advisors (CSA), who are also responsible for the following processes:

Career Advisement and Employability Skill Development

- Each new student is interviewed by a CSA, to assess prior work experience, general career interest areas, and any employability challenges.
- Students are exposed to a variety of CS “touch points” that are delivered during each of their on campus classes. These “touch points” cover the following subject matter:

- Introduction to culinary careers
- Introduction to externship
- Your resume, cover letters and references
- Researching externship sites
- Applications and interviews – do’s and don’ts
- Interviewing and networking role play
- Externship success – class expectations
- The CS team meets with students throughout the program to help prepare them for professional success in their required externship and the industry after completion of the program.
- Utilization of the “Optimal Resume” career management tool is available to all students. This online, web base tool provides resume development, layout and evaluation assistance, resume posting and job leads, cover letter composition, portfolio development and other career skills development information.
- The CSA’s are available to assist students during the hours of 8AM – 7PM Monday – Thursday and 8AM – 5PM Friday or by appointment on Saturdays. Services include one-on-one career preparation advising sessions concerning resume and portfolio development and refinement, interviewing skills and role-play or additional exposure to any of the above subjects.

Job Lead Development and Dissemination

- Maintain a “Hot Job” listing using Optimal Resume allowing our students access the list wherever they are via the internet
- Strong working relationships are developed and maintained with many premium national employers including: The Walt Disney World Resort, Bon Appetit Catering, The Broadmoor, Four Seasons Resort, Nike World Campus, Marriott, Hilton, Westin, Oregon Health & Science University, Sheraton, etc. as well as many more local or regional readily recognizable restaurants, brands and chains: Jory (at the Allison Inn & Spa), The Nines, Saucebox, Multnomah Athletic Club, McCormick & Schmick’s Seafood Restaurants.
- Generate job leads from employers that are new to the database or the area that are appropriate for current students, externs, and graduates.
- Maintain an employer database used to assist students, externs, and graduates with potential networking connections.
- Invite employers to conduct a “Spotlight Table”, which provides opportunities to meet and greet prospective candidates, offering students a chance to interact with employer representative. On campus, interviewing is coordinated through the CS office if an employer has immediate hiring needs.
- Hold career services job fairs a minimum of four times per year, typically with at least 12 employers in attendance. These are held in conjunction with the peak hiring

season for the employers thereby yielding higher employment outcomes. During the job fair, employers set up informational booths for the students to peruse and ask questions. The employers may also chose to interview students at this time. The goal is for students to receive practical advice about options in their field, what are the demands of a particular area as well as answering questions about their fit for an employer or position.

D. The Library/Learning Resource Center

The learning resource center is a clean, comfortable and well-lit facility available to all students, faculty and staff. This space has 36 seats and is often utilized for studying, tutoring, computer use and group meetings. This space is also used 2-4 times every week for peer tutoring and occasionally for school events, such as career fairs or externship events.

The library/learning resource center includes 22 computer stations with internet access and Microsoft Office software applications, such as Word, Excel, and PowerPoint. Students are encouraged to access the web-based campus portal to locate current information about courses, grades, attendance and course materials to support their learning. Students can view school announcements or use Optimal Resume, an online career tool, to create and develop professional portfolios, resumes, and cover letters.

From these campus computers, a home computer or even mobile devices, students, faculty, and staff are also able to login to the portal 24-hour a day and access the digital library, called the Cybrary. This robust collection of online resources includes periodicals, newspapers, electronic books, dictionaries, and encyclopedias. Electronic articles, many of which are peer-reviewed, can be emailed, printed, downloaded, read by a computer-generated audio voice, or translated into foreign languages. Electronic book text can be immediately viewed, searched for keywords, printed in limited amounts and saved in a folder for future access.

Key subscription databases include:

- **Academic Search Premier** – A database that contains over 50 full-text journals in culinary and hospitality. In addition, this database covers over 4,600 multi-disciplinary and peer-reviewed journals.
- **Culinary Arts Collection** – A full-text database of over 250 cooking and nutrition publications, including recipes, restaurant reviews, and current industry news.
- **Hospitality & Tourism Complete** – A full-text database of articles concerning hospitality and tourism subjects, including articles about industry trends, case studies, and culinary recipes from over 391 publications.

- **EbscoHost eBook Collection** – A collection of 2,748 electronic books (**over 600 of which are culinary**) that includes The Project Gutenberg collection of 3,400 public domain books.
- **Food Science Source** - Full-text coverage of more than 1,400 publications, including journals, monographs, magazines, and trade publications, all directly dealing with food industry-related issues. More than 1,000 food industry and market reports are also included.
- **MasterFILE Premier** – A database that includes over 2,000 full-text journals concerning hospitality and culinary arts.
- **Oxford Reference Online** –A collection of full-text reference books from Oxford University Press, including *The Oxford Encyclopedia of Food and Drink in America*, *Food and Fitness: A Dictionary of Diet and Exercise* and *An A-Z of Food and Drink*.

In addition to the above, students have access to the following research database collections, including:

- **National Newspapers** – A full-text database of nine national newspapers, including the *New York Times*, *Wall Street Journal*, *Washington Post*, *Chicago Tribune*, and the *Los Angeles Times*.
- **Opposing Viewpoints Resource Center** – A full-text database featuring pro and con viewpoint articles, magazine articles, academic journals, newspapers, primary source documents, statistics, and multimedia about today’s social issues and contemporary challenges.
- **Safari Tech Books** – A selection of over 7,000 electronic books about technology, computer programming, and business

Additionally LCB Portland maintains a small collection of approximately 100 print books for faculty and student use, including classroom textbooks, reference materials and contemporary cookbooks. These materials are stored within the faculty office and a portion of these materials may be checked out.

Library instruction is provided to all new students every 6 weeks. As part of their Food Safety and Sanitation class lesson plan, students are taught how to use these digital databases during a 40-minute recorded presentation by Le Cordon Bleu Regional Librarians that includes visual explanations and demonstrations of how to effectively search within five Cybrary databases and obtain relevant results pertaining to their class assignments. Instructional video tutorials and systemic user guides are also posted in the Library section of the campus portal for students to review and access on their own whenever needed.

Together, the collection of materials in the learning resource center as well as its computer facilities and ongoing instruction provide students with a sizeable quantity and a high quality of credible research material within a welcoming space that supports their culinary education and promotes lifelong learning.

III. Program Characteristics

A. Associate in Occupational Studies (AOS) Degree in Le Cordon Bleu Culinary Arts and Patisserie and Baking

The AOS degrees in Le Cordon Bleu Culinary Arts and Patisserie and Baking are designed to provide the theoretical foundation and technical skills necessary for success in the food service industry. They have been developed in response to student interest and industry demands. These programs are designed to provide students with the background and expertise necessary to enter the food service industry at entry to mid-level positions and to advance through a variety of related positions.

Le Cordon Bleu's partnership with LCB Portland combines classical French techniques with modern technology. Students are required to demonstrate culinary proficiencies at every level of their program. The curriculum combines classical methodology with a contemporary philosophy and includes competencies to build the knowledge, skills, and attributes necessary for beginning a professional culinary career. Students are exposed to the fundamentals of French cooking methods and international culinary techniques. The Le Cordon Bleu certificate has worldwide recognition.

As part of the program, students have the chance to learn classical cooking methods and the qualitative aspects of food preparation, including nutrition and sanitation. Laboratory sessions offer students the opportunity to achieve proficiency by meeting the rigorous standards established by the curriculum and defined by experienced chef instructors. Students progress to preparing food in quantity and become involved in both the "front-of-the-house" and "back-of-the-house" operations in the on-site restaurant, Technique. Emphasis is placed on quality of service to the guest, timeliness, procedure, and organizational techniques, as well as product quality.

To enhance the scope of their learning, students must complete various culinary profession-related courses such as Food & Beverage Cost Control. These core courses are used to give the student a much broader and more in-depth understanding of the culinary profession, well beyond the kitchen. The core courses explore management theory, nutrition, scheduling, personnel practices, and other aspects of the culinary profession that create a more versatile future employee.

Both of the AOS degree, programs contain five required general education courses. The courses are intended to address the crucial aspect of higher education that a student be academically well rounded to be competitive in today's world. English Composition, Interpersonal Communication, Psychology, Writing Practical, and College Mathematics are taught as traditional college courses with sufficient references to the culinary world to keep the student interested while reinforcing the general application of each field of study. The positive student acceptance of this method gives testimony to the effectiveness of this approach.

For the AOS degree programs there are several metrics that serve as benchmarks to indicate the strength of the programs and their outcomes. These metrics include a practical examination where the student reproduces cooking techniques and recipes they have learned in the class as well as written examinations that test the theoretical knowledge the students have learned in the class. Students also fill in end of course surveys so the administration can gain a sense of what the student impression of the class is. This feedback is critically important for the administration to gain a sense of the value the students put on the classes they take.

The students also participate in the extraordinary student experience measurement (XMXS) school survey periodically throughout the year. This survey allows the student to express their overall satisfaction with the school. LCB Portland has scored high in these surveys compared to other Le Cordon Bleu schools.

Two advisory board meetings are held annually where the administration receives feedback from industry professionals who interact with externs and graduates. This provides a perspective from the employers of the students so adjustments to our curriculum can be made to ensure the students glean what they need to know in order to meet employer needs.

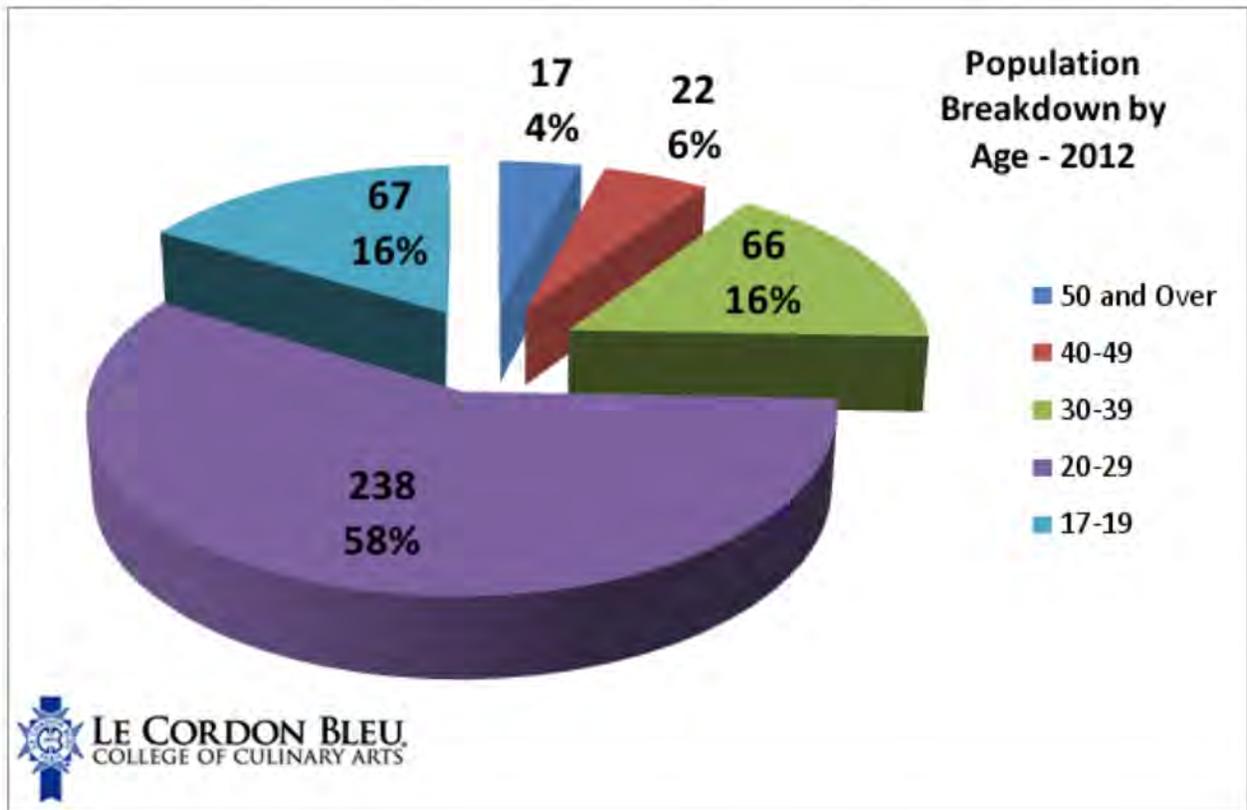
B. Certificate in Le Cordon Bleu Culinary Arts and Patisserie and Baking (12 months)

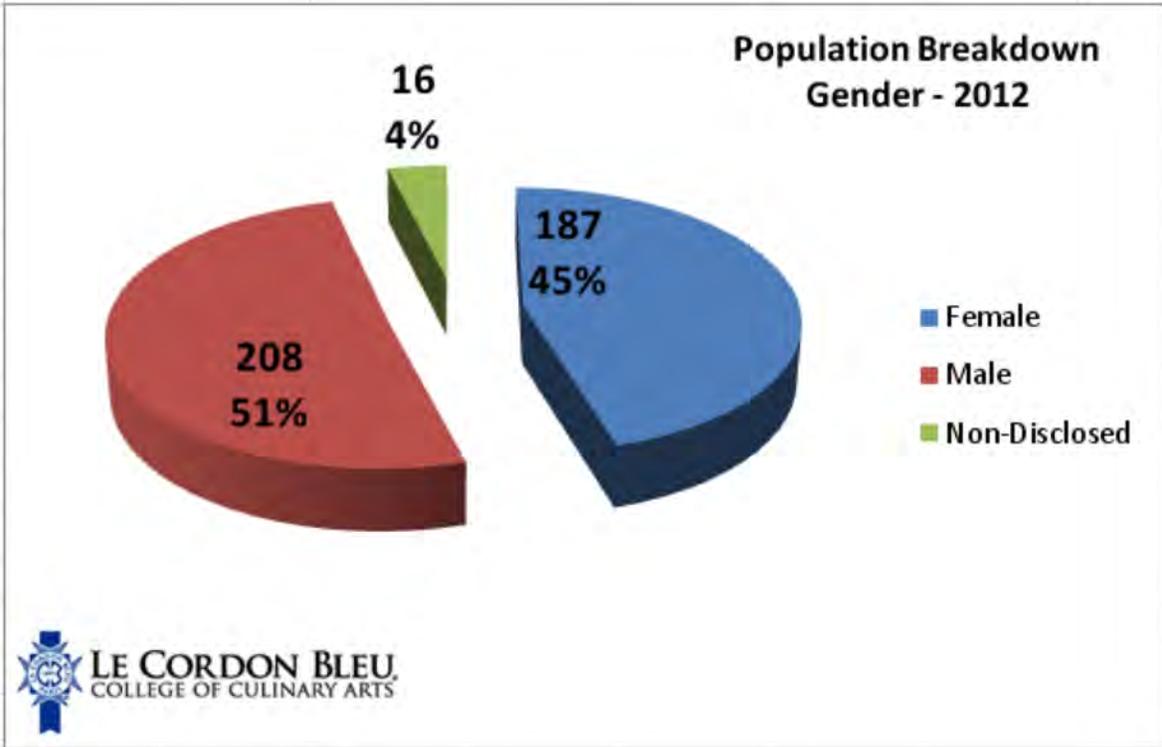
The Certificate in Le Cordon Bleu Culinary Arts and Patisserie and Baking are designed to provide culinary principles and technical skills based on the traditions of Le Cordon Bleu. In every course, emphasis is placed on timeliness, procedures, organizational techniques, and sanitation, as well as product quality, taste, texture, and the proper use of ingredients. Students will become familiar with plate presentation and learn the principles of food identification. In addition, the chef instructors will help students develop a sense of professionalism necessary for a successful career. With this training, graduates will be able to function in a variety of food-service organizations, prepared for entry-level positions in restaurants, hotels, resorts, retail outlets, and catering organizations.

IV. Population Distribution

A. Age and Gender Distribution

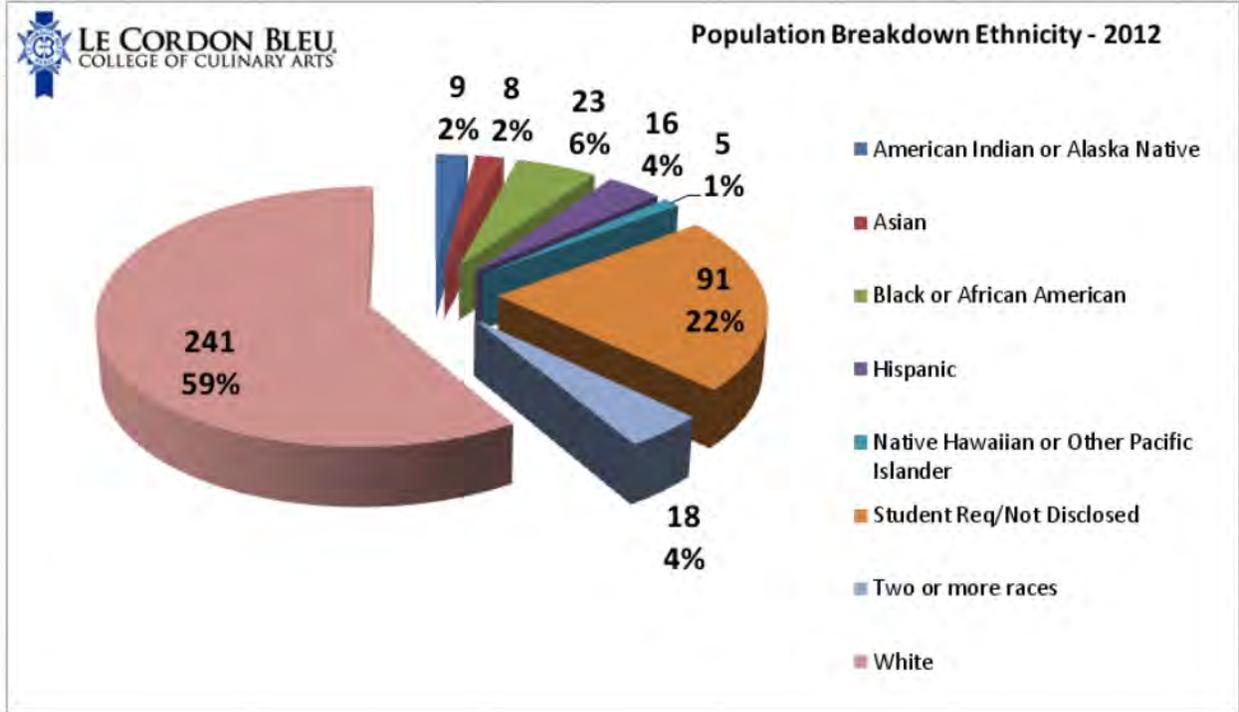
Currently, students attending LCB Portland are considered full-time ranging in age between 18 and 65. The 2012 and 2013 age and gender distribution reports are based on information from CampusVue, the student record system.





B. Ethnicity Distribution

Ethnic distribution for the current year is displayed below.



C. Program Distribution

As reported on the 2013 ACICS Campus Accountability Report (CAR) - July 1, 2012 – June 30, 2013

Program	Number of Students (Enrolled during the reporting period)	Percentage of Total
Culinary Arts, Certificate	359	59.2%
Culinary Arts, Associates degree	67	11.1%
Patisserie and Baking, Certificate	155	25.5%
Patisserie and Baking, Associates degree	25	4.1%
Total	606	100%

D. Student Learning Outcomes

Students are assessed throughout the program to ensure their success. The following information captures a particular snapshot of their progress.

Competency testing

The first course students take is Food Safety and Sanitation which includes participation in the National Environmental Health Association (NEHA) test. This gives the students a sanitation certificate through a nationally recognized organization. In the following courses, students are tested through a combination of written and practical examinations. Students produce dishes based on the previous day's lectures and demonstrations and submit those completed dishes to their instructor for evaluation. The student grades are recorded daily on an electronic grade book that students have access to 24 hours a day. Instructors are issued iPads to assist in recording grades and giving students immediate feedback on their work.

SAP Results

Each term satisfactory academic progress (SAP) is checked and students are informed if they are not meeting SAP.

2012/2013

Time Frame	Total Students	# of Students on SAP	% of Students on SAP
3 rd Quarter 2012	465	9	1.9%
4 th Quarter 2012	346	8	2.3%
1 st Quarter 2013	363	13	3.6%
2 nd Quarter 2013	347	8	2.3%

Students on SAP warning are required to meet with the Director of Education and develop a plan to become academically successful. If a student is on SAP probation, they must appeal to the SAP committee. If the student's SAP appeal is approved, an individual

academic plan is developed and monitored to assist them in improving their academic performance. Students at any stage of the SAP process are instructed to meet with the Director of Education weekly to give updates on their progress.

In 2013, the academics team is working to create academic plans for students placed on academic warning. The warning stage is the first indicator a student is not performing well. The academics team feels that contacting these students during the warning stage may prevent the student from reaching the probation stage resulting in better retention. The academics team believes the number of students on the SAP list decreased from 2012 to 2013 due to the increase in attention given to students in the warning stage. In 2012 the percentage of population on SAP was 5.09%; in 2013 the population on SAP is 2.46%. This is a 2.63% decrease in students on the SAP list.

ACF Competencies

LCB Portland is programmatically accredited by the American Culinary Federation Education Foundation Accrediting Commission. This organization outlines a series of competencies students must meet in order to maintain accreditation. The curriculum committee ensures all competencies are addressed in the curriculum. Practical and written exams are given in each course to ensure that students are meeting the competencies. Instructors are required to distribute rubrics to students which outline the scoring system for exams and provide each student a clear idea of what they is needed to achieve different points for their performance.

Competency Portfolio

In 2013, Le Cordon Bleu Portland started distributing a competency portfolio to all of the students. This portfolio lists the baking and culinary competencies a student should achieve in each class. If the instructor feels the student has mastered the technique they will sign off on the competency within the portfolio. This valuable tool can be used by the student to show potential employers which skills they have accomplished and which they still need to perfect. Not all competencies may be signed off by the student's instructors. The student must show the ability to complete a task or technique to repeat the performance. Competencies can only be marked complete after repeated consistent performance has been demonstrated.

Externship

Students attend two 6-week externship courses at the end of both the certificate and associates degree program. These courses are a culmination of all the coursework a student has completed while in school. It also provides the students a real-world experience in the restaurant industry. Students are required to log 180 hours of work in each six-week course as well as maintain a reflective journal of their experience, recording what they might do differently if they were to go through the experience again. This encourages students to think critically about the externship site and their day-to-day performance as a member of the kitchen or bakery.

V. Graduate Placement

The 2013 campus employment goal is 89%. This reflects the increased standards of what constitutes a valid employment placement with the ACICS goal of 70%. Additionally a goal of 80% of paid externship is a collaborative goal within our campus and the culinary education group. By setting a goal for a paid position there is a higher correlation to paid employment if the student is performing their externship as a paid extern.

LCB Portland's graduate placement rates for the prior 3 years are listed below and are taken from the 2010 ACCSC annual report, and the 2011 and 2012 ACICS campus accountability reports.

	2010 Campus Placement Rates	2011 Campus Placement Rates	2012 Campus Placement Rates
ASSOCIATE'S DEGREE			
Le Cordon Bleu Patisserie and Baking	76%	63.6%	76.36%
Le Cordon Bleu Culinary Arts	91%	81%	85.08%
CERTIFICATE			
Le Cordon Bleu Patisserie and Baking	71%	62.5%	47.06%
Le Cordon Bleu Culinary Arts	92%	75%	69.23%
TOTAL	82.5%	75.9%	72.7%

The career services department will continue to strive to reach these levels of placement through the following:

- Increasing the staffing level to match the increase number of students requiring externships and graduate career assistance.
- Expand the diversity of employer relationship by developing deeper relationships with institutional food service providers and nontraditional employers
- Broaden the scope and number of employers invited to participate in the career fairs held on campus.
- Increase the use of the Optimal Resume website for resume and interviewing skill assessment as well as employer job posting.
- Engage with the student from the very beginning of their education as to the need to develop strong employability skills by conducting career skill workshop every term.
- Developing a one on one relationship with a specific career services staff member in order to build consistency and connectedness with the career services department.

VI. Student Retention Analysis and Initiatives

A. Factors Affecting Retention Rates

The largest single detrimental factor to LCB Portland student retention is attendance. Students who attend regularly and consistently tend to graduate, whereas students who are absent risk failure of being dropped. Because attendance is directly related to retention, the academics team focuses energy on how to create a school environment that encourages daily attendance.

The academics team believes that attendance and retention improves based on these factors:

- 1) Excellent classroom teaching that revolves around active learning in a firm, fair, and friendly environment.
- 2) Respect of all students and their career goals.
- 3) Availability of the academics team for student assistance.
- 4) Extracurricular activities that provide opportunities for students to get involved.
- 5) Daily and weekly monitoring of student attendance.
- 6) Contact with students who are having difficulty attending class.
- 7) Consistent training for faculty that focuses on current trends in education.

LCB Portland conducts an ongoing monthly and year-to-date analysis of all students dropped within the calendar year. As a normal course of operations this year all teams have focused on the much wider variety of student life challenges, generally starting with levels of employment and the downstream financial stresses on individuals and families. The academics team works to avoid these problems by catching the problems early. The College does this through improved communications between all departments.

Encouraging communication between departments and students allows the College to foresee problems and fix them before becoming a retention issue. In 2013, LCB Portland continued to improve upon our retention goals for the year.

Year	Retention %
7/1/2010 - 6/30/2011	76.8 %
7/1/2011 - 6/30/2012	76.8%
7/1/2012- 6/30/2013	TBD/October

Comparison Retention rates from 2011 Key Operating Statistics

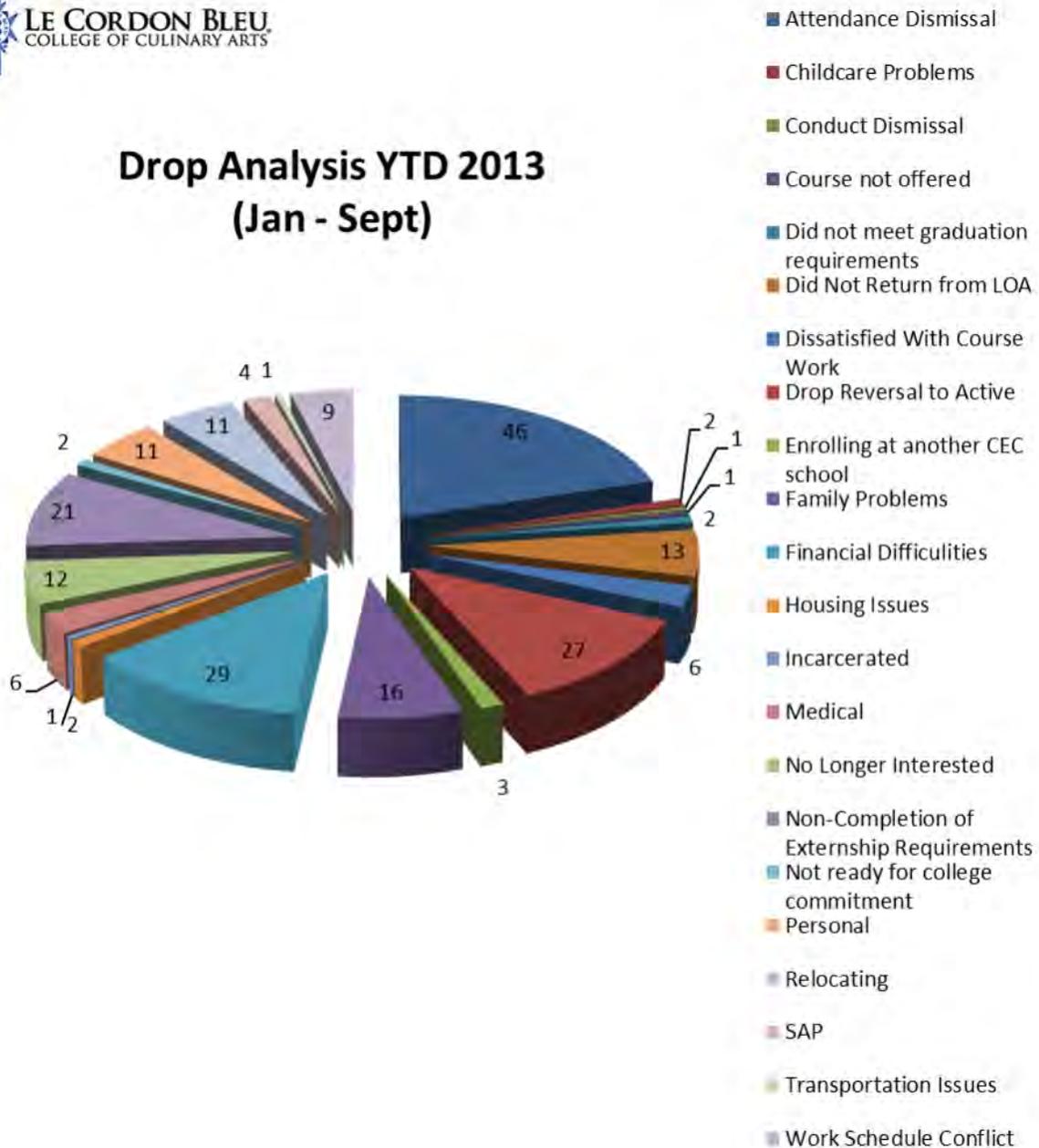
All ACICS Institutions	ACICS Schools with AAS Degrees	ACICS Schools with Non-Degree Programs	ACICS Schools in the state of Oregon
72%	72%	75%	79%

B. Drop Analysis



LE CORDON BLEU
COLLEGE OF CULINARY ARTS

Drop Analysis YTD 2013 (Jan - Sept)

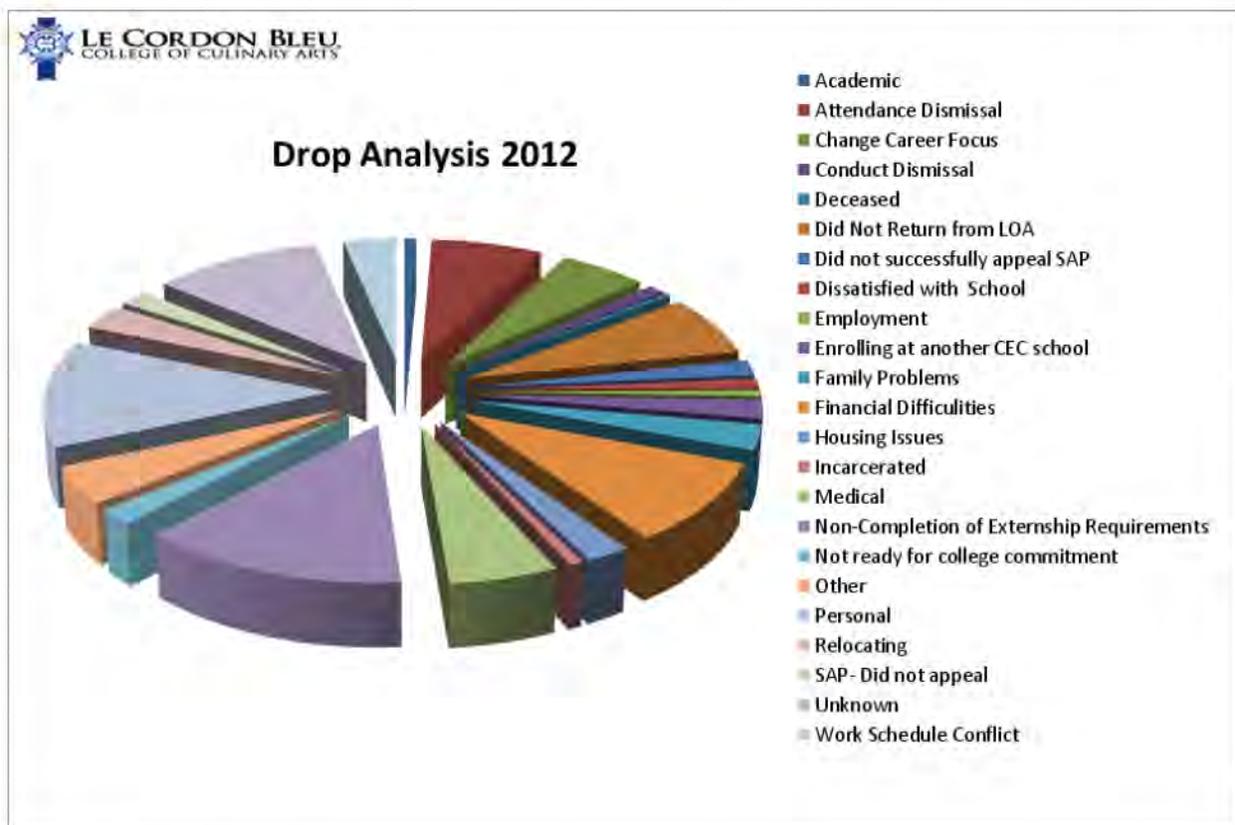


2013 Drop analysis:

The drop analysis for 2013 shows a significant number of drops attributable to declared financial reasons, attendance problems, not completing their externship, and personal reasons. The key to understanding the drop analysis is gaining a deeper understanding of why these are the reasons for the drops so we can help the students manage these situations so they can stay in school.

Many students opt to work rather than attend classes. Often this results in an attendance rate of less than 80% of the scheduled time in a course which results in failure of the course. This often leads to being dropped from the program if a student misses twenty-one consecutive days. Financial difficulty results in 8% of drops. The LCB Portland team works to assist students navigate their financial challenges by getting them in touch with the career services department as soon as they enter school. This is an effective way to help students secure jobs that work around their class schedule.

Attendance dismissals account for 9% of our drops. There are deeper reasons for lack of attendance and the College is working to understand the reasons behind attendance drops as to avoid those problems while students are in school. Another 9% of drops can be attributed to failing to complete the externship. This is of great concern because the student is close to completing their education when they drop. To remedy this, the College has increased contact with students about to go on externship as to convey the importance of attending on a daily basis. Finally, 9% of our drops are due to personal reasons. This is an area the LCB Portland team identified as needing further definition in order to decipher if anything can be done to help the student personal issues so they can stay in school.



2012 Drop Analysis:

In 2012 LCB Portland continued to see a decline in attendance dismissals. This can be attributed to two factors. First, the academics team put more effort into understanding why

students are dropping. These efforts allow the academics team to address the real reasons why students are not attending class so their concerns can be addressed. The second reason is due to the attrition rate: 6% less students dropped out of school in 2012. More students are staying in school due to stronger efforts to track students, better communication between departments, and more extracurricular events and opportunities on campus.

Efforts to decrease drops:

LCB Portland historically employed a strategy of monitoring attendance as the primary means of preventing drops. The academics leadership team, which includes the Director of Education, Associate Registrar, and three Lead Instructors, monitor attendance daily with the goal of increasing retention. LCB Portland recently hired a third Lead Instructor who contacts all students when they have had two consecutive absences. In addition, hiring a third Lead Instructor allowed the academics team to divide attendance tracking between programs. This allows for more individualized attention to the students.

The contacts the Lead Instructors make unfold various reasons that are responsible for absence and eventual withdrawal from the program. In addition, when faculty members suspect a student may be a potential drop, they alert the Lead Instructors and the Associate Registrar. The Lead Instructors take over monitoring and contacting the individual student as appropriate to determine what challenges they are experiencing and if any are preventing them attending class.

Another strategy for improving retention includes a weekly meeting with the the academics team, financial aid team, career services, admissions, and the President. This meeting consists of reviewing student on the last date of attendance (LDA) list, potential externship problems, students with financial difficulties, students on the leave of absence list, and any other students that may be at risk of dropping out of school. A plan is formulated by assigning responsibilities to each member of the team to follow up with students. This meeting and the resulting plan helped the LCB Portland team to be more aware of problems the students are facing and helps improve retention.

In 2013, LCB Portland developed a more robust effort to assist students in obtaining part time jobs. The academics leadership teamed up with the career services department to encourage students to look for work in the culinary industry while they are in school. The effort herein is to increase the ability to locate part time job openings that may be suitable for students while in school. This strategy encouraged the faculty to join in as well. It is too soon to determine an appropriate metric for this effort or to know the extent of the impact. of this effort. However, students frequenting career services increased due to more frequent contact in their classes. Future data analysis will identify if the increase in career services interaction will produce an increase in students securing part time employment while in school.

The third facet of the strategy to improve student retention focused on the timing of the delivery of the program. To the maximum extent possible, student schedules are arranged to satisfy the individual student's needs. Some students prefer a very early morning schedule thus enabling them to retain an existing job. Accordingly, LCB Portland offers

classes starting at 6:30 am. . The additional start times of 10:30am, 2:30 pm and 6:30 pm are all predicated upon student feedback as times that seemingly enhance their ability to obtain or retain part time employment.

The LCB Portland team is seeing an increased number of drops from the general education classes such as Math, English, Psychology, and Communications. This can be attributed to student frustration with the academic environment versus the kitchen environment. The Director of Education has been working directly with the general education faculty to assist them in creating more engaging classroom dynamics. Different strategic approaches are used to keep students engaged. For example, faculty work to integrate the curriculum with the baking and culinary classes by creating assignments that revolve around a cooking or baking medium. This keeps students engaged because the subject matter is related to the field they wish to work in. The faculty also work on other classroom management strategies to keep students moving through the process of achieving the course objectives. This is an on-going process.

In summary, the LCB Portland staff and faculty believe that student retention will benefit from any effort that connects the student to the culinary industry while they are in school. All efforts by the LCB Portland team are predicated upon this concept.

C. Plans to Improve Attendance

The academics leadership team has begun to meet consistently to discuss attendance. Each member is responsible for a different aspect of improving attendance. On a daily basis, the Lead Instructor reviews the consecutive absences report as to easily identify any student who is out for two or more consecutive days. These students receive special attention in an effort to determine their status and anticipated date of return. All students on the consecutive absences report are contacted by phone and email until a reason is established for their absence. In addition, the Director of Education and the Associate Registrar monitor the last day of attendance (LDA) list. The LDA list captures students that have been out of class for seven days or more. Over the last year, the academics leadership team discovered the more frequently the LDA list is monitored, the less attendance issues occur. In 2012, new software was introduced that allows the academics leadership team track student attendance in a more detailed way. At any given time a report can be viewed that shows student attendance and the amount of days a student has been absent. This software allowed the academics leadership team to be more efficient in student tracking efforts.

LCB Portland continues to use the student action plan process. This process begins with a student action plan form the instructor initiates for a student when various academic problems, including attendance, arise. For example, when a student has missed three days or more, a student action plan form is initiated. The form is then distributed to one of the three Lead Instructors who formulates an action plan for success with the student. The student is required to sign the document and is given a copy, while another copy is submitted to the Director of Education.

The commonality of these activities is that they foster interaction between the absent student and the academics team. At times, it appears that such contact alone is sufficient incentive to cause a student to return to school. In any event, better communication is directly linked to enhanced probability of student success.

The academics team believes strongly that good attendance is also connected with the opportunity the school can provide for the students to get involved. In 2013, LCB Portland initiated a student ambassador program (student council). The group consists of a President and three Vice-Presidents who manage anywhere from 20 to 40 members. This group provides students opportunities to work with chefs outside of the classroom and creates a sense of ownership and school pride. When the students feel a sense of ownership they take more pride in their education and attend school more often. The Director of Education posted an opportunity board where events are listed and students can sign up to get involved. In 2013, there has been an increase in student events and all volunteer opportunities are well attended. Volunteer opportunities are promoted throughout the school. Two new student clubs were created: The molecular gastronomy club was started in early 2013 and during the summer, the Le Cordon Bleu brew club was started. These events and clubs create a sense of school pride which helps to improve attendance.

D. Improvement of Relations with Students

The College can be described as a commuter school. This circumstance makes it extremely difficult to provide any single activity that is simultaneously available to all students, especially when the vast majority of students hold part-time jobs or are anxious to leave campus to return home. Accordingly, efforts need to be wide in nature to help create the social fabric necessary for a student to feel a sense of belonging.

This effort consists of multiple facets. Some efforts, such as student appreciation days and student competitions are made in an effort to promote a sense of camaraderie and ownership of the school. There is a scheduled student appreciation day once a module where instructors cook and the management team serves the students a meal. Coinciding with student appreciation day is a student competition of some sort. These efforts have not only improved relations with students but have proven to bring the faculty together. Other efforts, such as the student ambassadors, allow students to be more involved in school and help them to develop more of a sense of ownership and school pride.

The Director of Education and the Lead Instructors spend time in the classrooms developing relationships with students on a daily basis. This is done in an effort to ensure all students feel cared about. While it is difficult to measure how these efforts have improved student satisfaction, the LCB Portland team is encouraged the efforts will improve retention and graduation rates. The Director of Education also instituted an open door policy on campus. This availability creates a culture of openness and reflects the care and concern the academics staff has for students.

LCB Portland has an American Culinary Federation hot foods team, *Team PDXbleu*. This is a competition team and is open to any student who wishes to participate. The team practices weekly and allows students to hone their cooking and baking skills. The team will be going to its second state competition in January of 2014. There are currently 12 members on the team but the team faculty advisor constantly offers opportunities for new students to join the team once they start their academic program at LCB Portland. This team allows students another opportunity to work with chefs outside of the classroom which improves relations between chefs and students.

Student appreciation events and competitions occur every 6 weeks on campus and also help to create a caring culture on campus. The faculty work together to produce a meal for the students every six weeks and it is served by the campus administration to the students at varying times on a designated day. In conjunction with the student appreciation event, a cooking or baking competition is held. Scholarship dollars are awarded to the winner of the competition. These events are well attended and create a feeling of camaraderie on campus as it allows students to interact with the faculty and administration outside of the classroom environment.

E. Student Evaluation Forms

In 2011, the Director of Education made completion of the course surveys and mandatory part of each class. At the completion of each course, students are asked to complete an online survey. . Results of the student surveys become part of the faculty performance evaluations. The completed surveys are available to be reviewed by the individual faculty members after the class module is complete. The Director of Education reviews these completed surveys during faculty mid-year and end of year performance review meetings. The survey evaluations are signed by the faculty member and a copy is held in the faculty members file.

Student evaluation surveys are evaluated for trends and recurring feedback in an effort to identify opportunities for improvement. If there is a trend of negative feedback on an instructor, the Director of Education and the faculty member discuss ways in which those problems can be addressed. In general, the surveys indicate a very high level of satisfaction as indicated by the number of favorable comments offered by the students.

VII. Graduate Satisfaction Survey Results

A. Graduate Survey

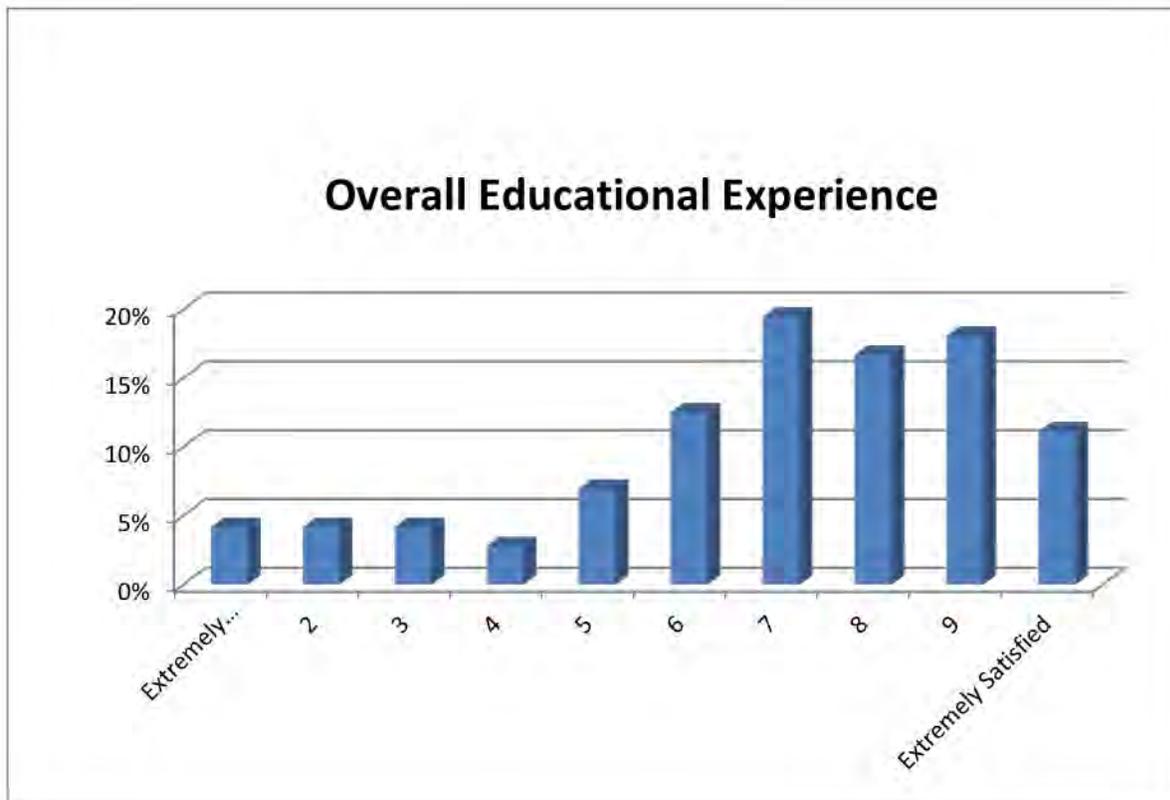
Annually graduates of the program are asked to rate their experience with the school and program.

Graduates rate the following areas:

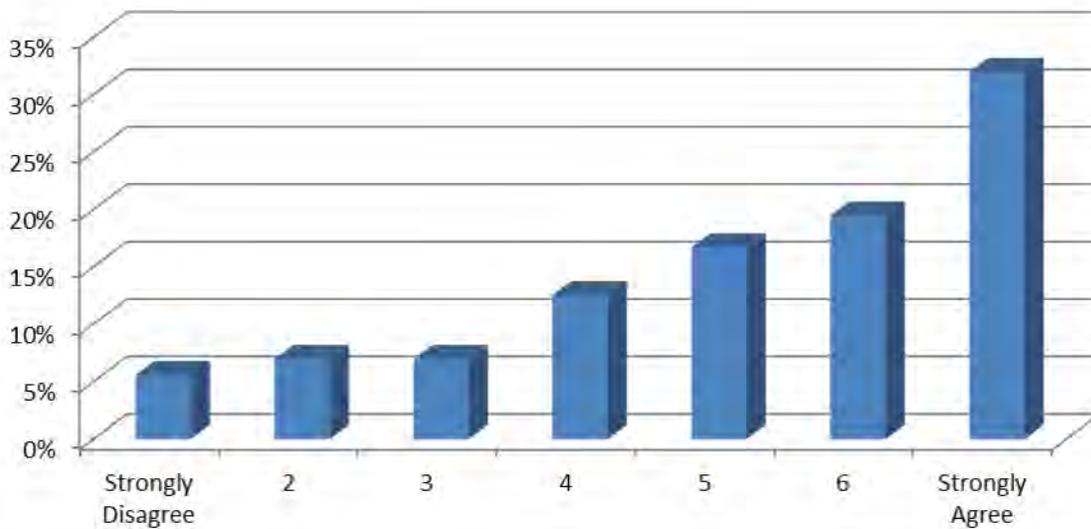
- Overall Educational Experience
- Amount of Hands on Kitchen Training
- Instructors
 - Industry Experience

- Knowledge of Subject Matter
 - Readiness to work
 - Confidence to be successful in field
 - Career Advancement
 - Perception of Degree by Employers

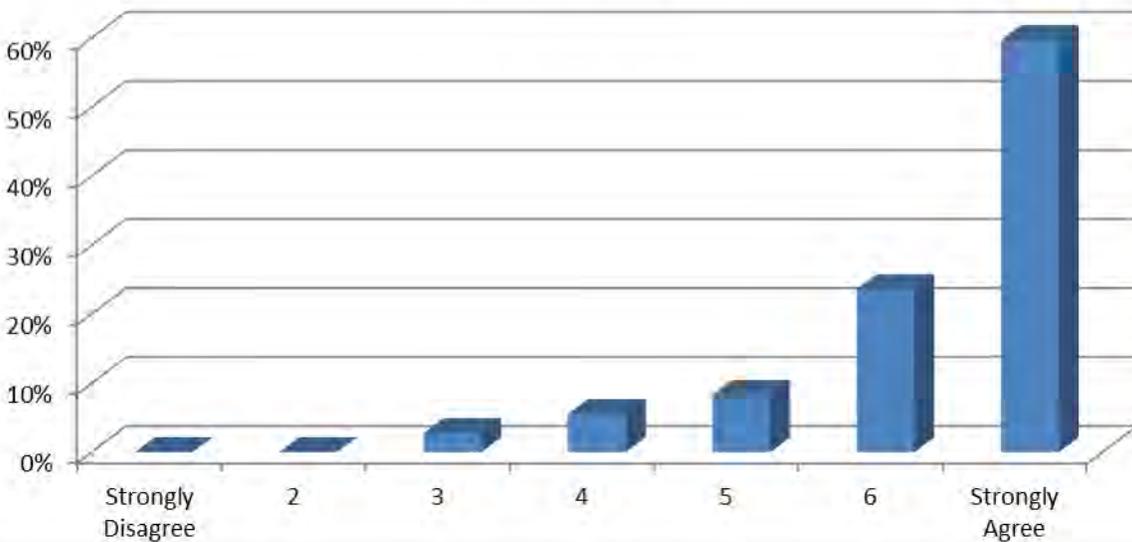
The data below was collected and compiled during the month of November 2012 based upon the prior years' experience. LCB Portland continues to evaluate and refine placement activities and the curriculum as feedback is received from the students, faculty, graduates, employers and program advisory boards members. The College continually analyzes student retention activities with the plan to help improve retention as well as to increase graduate satisfaction rates.



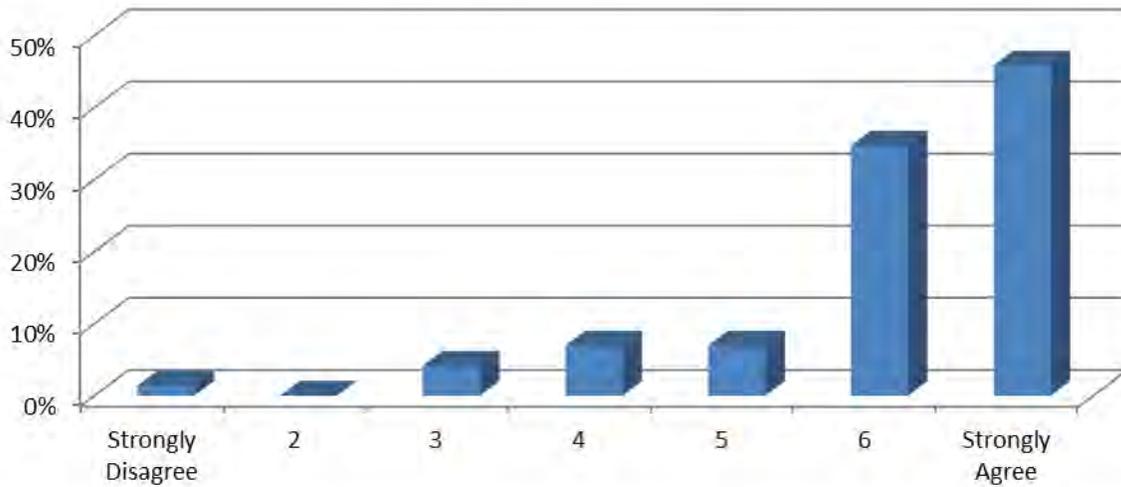
I Recieved Hands-on Training with the Appropriate Amount of Kitchen Time



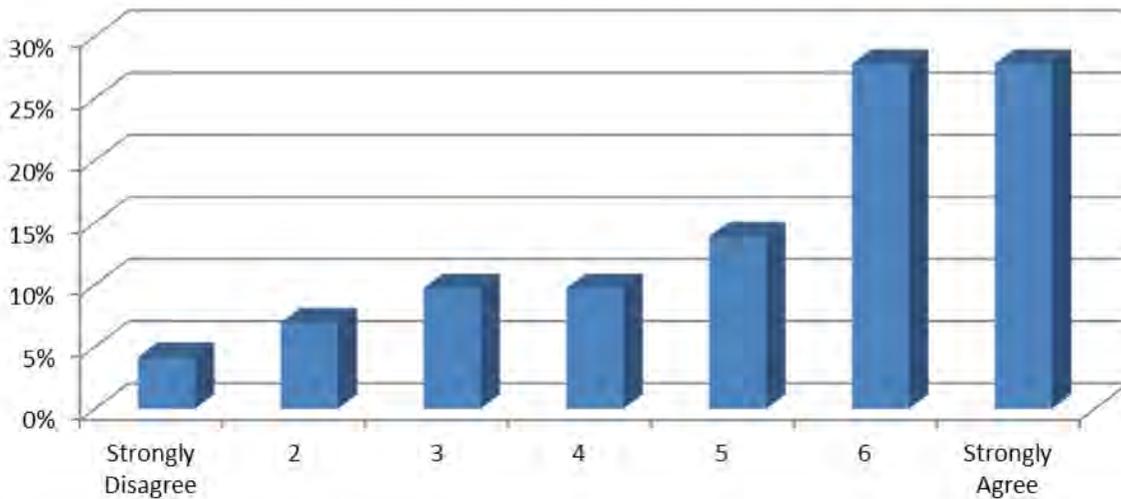
My Instructors had Industry Experience



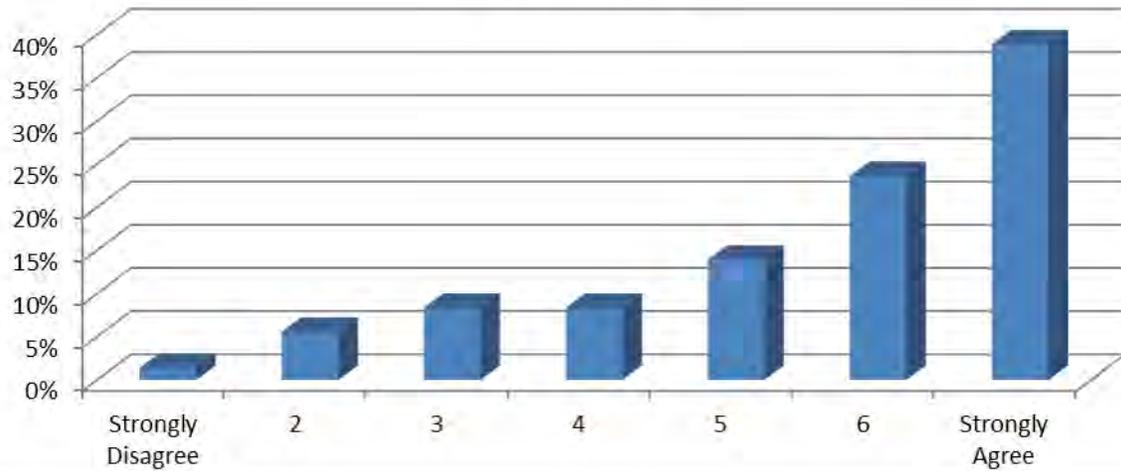
My Instructors were Knowledgeable in the Areas they Taught



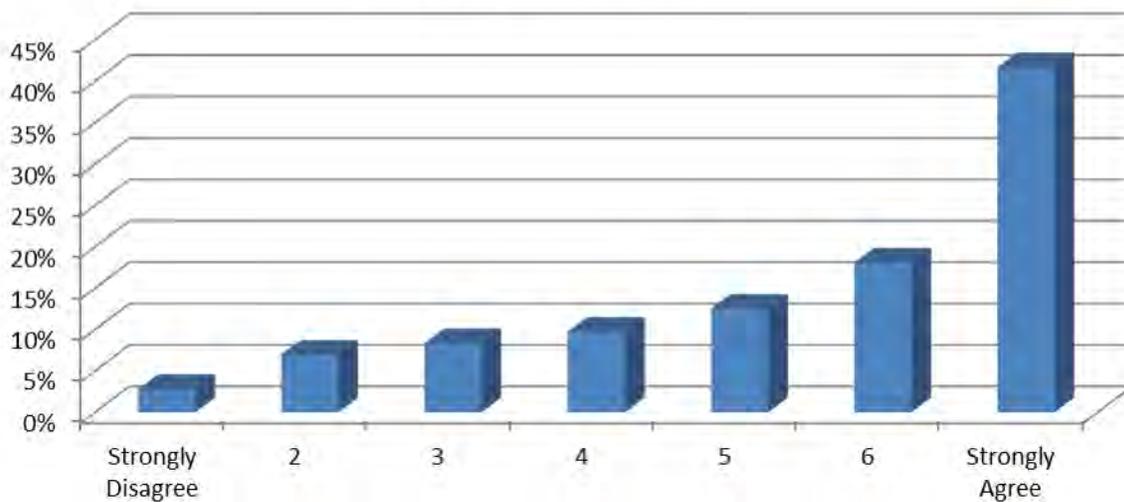
I Feel Prepared to Work in my Field of Study



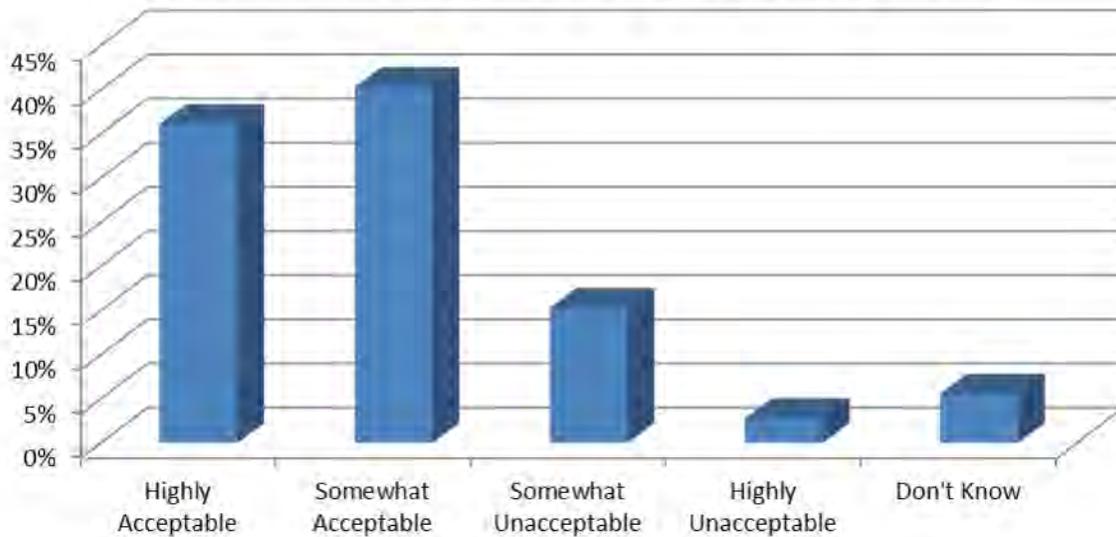
I Feel Confident that I can Succeed in my Chosen Field



My Training at Le Cordon Bleu will Help my Career



How do you Feel Your Degree from LCB Portland is Percieved by Employers in Your



B. Employer Experience Surveys

Le Cordon Bleu North America conducted employer experience surveys in November 2012 of employers who hired our students who graduated from Le Cordon Bleu College of Culinary Arts, Portland between July 2011 and June 2012. Our employers were asked multiple questions pertaining to our graduates job related skills, communication skills, interpersonal skills and leadership skills.

A summary of the results in each major category are as follows:

Category	Good	Neutral	Poor
Job Related Skills	70%	24%	6%
Communication Skills	72%	22%	6%
Interpersonal Skills	76%	20%	4%
Leadership Skills	48%	32%	20%

Overall, the category scores were rated at 70% or higher except for leadership skills that had a score of 48%. For the 2012 survey, 50% of the employers surveyed indicated that they were extremely likely or highly likely to hire another LCB Portland graduate. According to the institutional research experts, NPS scores in this range are considered to be a gold/platinum response.

LCB Portland attributes this score to staff and faculty, and the quality of all of the individuals and their daily behaviors as “role models” to the students.

VIII. Evaluation of the CEP and Examples of Continuous Process Improvement

The CEP is periodically reviewed by LCB Portland's senior management team based upon data collection within all departments of the school. The senior management team assures that data is collected, interventions are proposed, and goals are met with an annual update of the IEP. The recent changes to the plan have included additional data collection within all departments with the intent to glean meaningful information to assess where we have areas of opportunity to improve the overall student experience and outcomes. Additionally, we believe the organizational changes that occurred in 2011 will benefit our students by allowing on-campus personnel to better serve the needs of the students due to many of the non-student facing tasks being outsourced to our campus support center. It is our goal to continue to improve our learning outcomes, student experience, student retention, and job placement for our graduates as well as improving alumni relations.

Process Improvements in 2013

Facilities

- All computer servers were upgraded early in 2012.
- Incoming and outgoing IT capacity was increased such that there are no more student complaints of server speed issues.
- Replaced the aging dish washing machine located in Kitchen 8.
- Added digital signage at the student entrance and front lobby to improve student communication regarding events, scholarships, volunteer opportunities, student honor roll, etc.

Admissions

- The enrollment process has been revised to include Wonderlic testing to establish minimum acceptance standards, and a "criminal background check" if there is any admission of prior criminal activity. As a result of this check, a student may be denied enrollment in the College.
- Applicant inquiry calls are checked for promptness.
- The re-entry process was reevaluated, improvements made, and management of it was given to the Admissions team.

Human Resources

- All HR functions were centralized with a phone number to call for service and a HR web based employee management system.
- All job openings are posted on line on the company web site connectEd.
- All potential employees post for jobs on-line
- All employee performance reviews are managed through a web based system Success Factors.
- All employee compensation planning done through a web based system Plateau.
- The Business Office Manager completes the on-boarding process with all new employees via a web-based application Red Carpet.

Academics

- LCB Portland successfully implemented a 2- year Associates degree program for both Culinary Arts and Patisserie and Baking.
- The uniform policy has been revised to become more student-friendly.

Career Services

- The process for externships has been revised with more standardization and alignment.
- The 12-month certificate programs and AOS degree programs have “touch points” throughout most classes for more students training on resume development, interviewing skills and work behaviors to be successful.

Financial Aid

- All financial aid activity is done by the CEC student aid solutions group and student stations have been added on campus to facilitate students to go online to complete electronic financial aid forms. They may also complete their financial aid from their homes via phone or computer.

Administration

- Security - The emergency notification has been improved by utilizing the GlobalAlert Link system. In the event of an emergency, all students and employees will be notified by phone, cell phone, and e-mail about emergency procedures.
- Installed a 36-inch monitor in classroom 4 to better accommodate large student and employee meetings.
- Additional equipment has been obtained to accommodate the curriculum.
- We continue to upgrade and standardize the audiovisual equipment.



Expiration Date: 6/30/2019

Is accredited by
The Accrediting Commission of the
American Culinary Federation Education Foundation

Degree in Le Cordon Bleu Patisserie and Baking

Le Cordon Bleu College of Culinary Arts in Portland

Certificate of Accreditation
This certificate affirms that



Expiration Date: 6/30/2019

Is accredited by
The Accrediting Commission of the
American Culinary Federation Education Foundation

AOS Degree in Le Cordon Bleu Culinary Arts

Le Cordon Bleu College of Culinary Arts in Portland

This certificate affirms that

Certificate of Accreditation



DECEMBER 2012

CHRISTOPHER A. [Redacted] (b)(6)
ACFF A
ION CHAIR
, CCE®, MBA, HAAC

AOS DEGREE IN LE CORDON BLEU
PATISSERIE AND BAKING

Exemplary Program

CULINARY FEDERATION EDUCATION FOUNDATION
has been recognized as an

CORDON BLEU COLLEGE OF
CULINARY ARTS IN PORTLAND



Programmatic Accreditation by ACFF Accrediting Commission

DECEMBER 2012

ACFF ACCREDITING COMMISSION CHAIR

CHRISTOPHER A. KOEHLER, CEO, CCE®, MBA, HAAC

(b)(9)

DEGREE IN LE GORDON BLEU CULINARY ARTS

Exemplary Program

CULINARY FEDERATION EDUCATION FOUNDATION

has been recognized as an

CULINARY ARTS IN PORTLAND
GORDON BLEU COLLEGE OF



Expiration Date: 6/30/2019

*Is accredited by
The Accrediting Commission of the
American Culinary Federation Education Foundation*

Certificate in Le Cordon Bleu Patisserie and Baking

Le Cordon Bleu College of Culinary Arts in Portland

This certificate affirms that

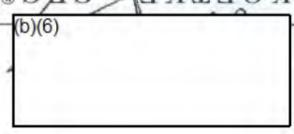
Certificate of Accreditation



Programmatic Accreditation by ACFF Accrediting Foundation

DECEMBER 2012

CHRISTOPHER A. KOETKE, CEC®, CCE®, MBA, HAAC
ACFF ACCREDITING COMMISSION CHAIR



DIPLOMA IN LE CORDON BLEU PATISSERIE AND BAKING

Exemplary Program

CULINARY FEDERATION EDUCATION FOUNDATION
has been recognized as an

CORDON BLEU COLLEGE OF
CULINARY ARTS IN PORTLAND

Certificate of Accreditation

This certificate affirms that

Le Cordon Bleu College of Culinary Arts in Portland

Certificate in Le Cordon Bleu Culinary Arts

Is accredited by

The Accrediting Commission of the

American Culinary Federation Education Foundation

Expiration Date: 6/30/2019



Programs Accredited by ACEF Accrediting Commission

American Culinary Federation
Education Foundation

Commission
, CCE, MBA, HAAC

(9)(g)



Programmatic Accreditation by ACFF Accrediting Commission

DECEMBER 2012

ACFF ACCREDITING COMMISSION CHAIR

CHRISTOPHER A. KOETKE, CFC®, CCF®, MBA, HAAC

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INVESTIGATE IN LE GORDON BLEU CULINARY ARTS

Exemplary Program

CULINARY FEDERATION EDUCATION FOUNDATION
has been recognized as an

**CULINARY ARTS IN PORTLAND
GORDON BLEU COLLEGE OF**

RESTAURANT KITCHEN (1 FLOOR)					
Item #	Quantity	Selling Unit	Manuf.	Model	Specification
8	1	ea	Jade	JMRH-8-A	Titan 48^ Heavy Duty Range, gas, (8) 12^ 30,000 BTU open burners, modular base with s/s legs & crossrails, adj. feet, s/s front, sides & stub back, 240,000 BTU
8	1	ea	Jade		Natural gas
8	1	ea	Jade		3/4^ Rear connection, standard, (nc)
8	1	ea	Jade		3/4^ Gas regulator supplied w/range, (nc)
8	1	ea	Jade		S/S work top in lieu of two burners, per section (nc)
9	1	ea	Jade	JRLH-02S-T-48	Titan Fire & Ice Self-Contained Refrigerated Base, 48^ wide, with (2) 27-1/4^ drawers, cap. (3)12^x20^x6^dp pans (pans by others), s/s front, sides & interior, balance galv., 6^ s/s legs, 12.6 amps
9	1	ea	Jade		4-yr compressor warranty (net)
9	1	ea	Jade		Set of six casters (3 w/brakes)
10	1	ea	Jade	JSB-36RM	Titan 36^ Salamander Broiler, gas, Range Model, infra-red type burners, counter balanced roll out grid carriage w/4 locking positions, stainless steel front, sides, bottom and reinforced riser, 35,000 BTU
10	1	ea	Jade		Inter connecting gas line (rear gas required on range
10	1	ea	Jade		Natural gas
11	1	ea	Jade	JMRH-36B	Titan 36^ Heavy Duty Range, gas, char-broiler w/cast iron radiants & cast iron grate, infinite manual controls, modular base with s/s legs & crossrails, adj. feet, s/s front, sides & stub back, 90,000 BTU
12	1	ea	Jade	JMRH-6	Titan 36^ Heavy Duty Range, gas, (6) 30,000 BTU open burners, modular base with s/s legs & crossrails, adj. feet, s/s front, sides & stub back, 180,000 BTU
12	1	ea	Jade		Natural gas
12	1	ea	Jade		3/4^ Rear connection, standard, (nc)
12	1	ea	Jade		3/4^ Gas regulator supplied w/range, (nc)
13	1	ea	Jade	JRLH-04S-T-84	Titan Fire & Ice Self-Contained Refrigerated Base, 84^ wide, with (4) 27-1/4^ drawers, cap. (7)12^x20^x6^dp pans (pans by others), s/s front, sides & interior, balance galv., 6^ s/s legs, 12.6 amps
13	1	ea	Jade		4-yr compressor warranty (net)
13	1	ea	Jade		12^ Open stainless cabinet base
13	1	ea	Jade		Set of eight casters (4 w/brakes)
14	1	ea	Jade	JTRH-6-36C	Titan 36^ Heavy Duty Range, gas, (6) 12^ 30,000 BTU open burners, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 210,000 BTU
14	1	ea	Jade		Natural gas
14	1	ea	Jade		3/4^ Rear connection, standard, (nc)
14	1	ea	Jade		3/4^ Gas regulator supplied w/range, (nc)
14	1	ea	Jade		Go to caster/leg options
14	1	ea	Jade		Set of four casters (2 w/brakes)
15	1	ea	Jade	JMRH-8-A	Titan 48^ Heavy Duty Range, gas, (8) 12^ 30,000 BTU open burners, modular base with s/s legs & crossrails, adj. feet, s/s front, sides & stub back, 240,000 BTU
15	1	ea	Jade		Natural gas
15	1	ea	Jade		3/4^ Rear connection, standard, (nc)
15	1	ea	Jade		3/4^ Gas regulator supplied w/range, (nc)

15	1 ea	Jade		S/S work top in lieu of two burners, per section (nc)
16	1 ea	Jade	JRLH-02S-T-48	Titan Fire & Ice Self-Contained Refrigerated Base, 48 [^] wide, with (2) 27-1/4 [^] drawers, cap. (3)12 [^] x20 [^] x6 [^] dp pans (pans by others), s/s front, sides & interior, balance galv., 6 [^] s/s legs, 12.6 amps
16	1 ea	Jade		4-yr compressor warranty (net)
16	1 ea	Jade		Set of six casters (3 w/brakes)
17	1 ea	Jade	JTRH-36GT-36	Titan 36 [^] Heavy Duty Range, gas, griddle top w/1 [^] thick polished steel plate, thermostatic controls, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6 [^] high s/s legs, 120,000 BTU
17	1 ea	Jade		Natural gas
17	1 ea	Jade		3/4 [^] Rear connection, standard, (nc)
17	1 ea	Jade		3/4 [^] Gas regulator supplied w/range, (nc)
17	1 ea	Jade		Go to caster/leg options
17	1 ea	Jade		Set of four casters (2 w/brakes)
18	1 ea	Jade	JSB-36RM	Titan 36 [^] Salamander Broiler, gas, Range Model, infra-red type burners, counter balanced roll out grid carriage w/4 locking positions, stainless steel front, sides, bottom and reinforced riser, 35,000 BTU
18	1 ea	Jade		Natural gas
18	1 ea	Jade		Inter connecting gas line (rear gas required on range)
19	1 ea	Jade	JTFF-225-24	Titan 24 [^] Heavy Duty Range Match Dual Fryer, gas, 25 lb. fat cap. each, [^] ACCU-SENSE [^] thermostatic controls, ASTRO-THERM heating systems, stainless pots, front, & stub back, 6 [^] adj. s/s legs, 120,000 BTU
19	1 ea	Jade		Natural gas
19	1 ea	Jade		3/4 [^] Rear connection, standard, (nc)
19	1 ea	Jade		3/4 [^] Gas regulator supplied w/range, (nc)
19	1 ea	Jade		Go to caster/leg options
19	1 ea	Jade		Set of four casters (2 w/brakes)
23	1 ea	Jade	JTPR-12	Titan 12 [^] Spreader Cabinet, open cabinet base, s/s top, front, stub back, sides & interior, 6 [^] s/s adj. legs, 1-1/4 [^] front gas manifold, 1-1/4 [^] rear gas connection
23	1 ea	Jade		Go to caster/leg options
23	1 ea	Jade		Set of four casters (2 w/brakes)
24	7 ea	Dormont	1675 KIT-48'	Gas Connector Kit, 3/4 [^] inside diameter, 48 [^] long, with coiled restraining device, full port gas valve and 90° street elbow
32	1 ea	Groen	2-C/2-20GFCN	(138813) Convection Combo™ Steamer/Oven, Nat.gas, double stack, floor model on stand, w/pressureless conv. steamer, cap.(18) 18 [^] x26 [^] pans/comp., s/s constr., glass door, left-hand hinge, w/bullet feet, 0-2000' elevation, 190,000BTU, 208v/3ph/94 amps.
32	1 ea	Groen	139025	PureSteem™ Water Treatment System-head, filter cartridge, and treatment blend cartridge (required for extended warranty)
32	1 ea	Groen		TWO-YEAR Boiler or steam generator warranty with purchase & maintance of PureSteem™ water filtration system (nc)
33	1 ea	Jade	JTRH-6-36C	Titan 36 [^] Heavy Duty Range, gas, (6) 12 [^] 30,000 BTU open burners, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6 [^] high s/s legs, 210,000 BTU
33	1 ea	Jade		Natural gas
33	1 ea	Jade		3/4 [^] Rear connection, standard, (nc)

33	1 ea	Jade		3/4^ Gas regulator supplied w/range, (nc)
33	1 ea	Jade		Go to caster/leg options
33	1 ea	Jade		Set of four casters (2 w/brakes)
34	1 ea	Jade	JTRH-6-36C	Titan 36^ Heavy Duty Range, gas, (6) 12^ 30,000 BTU open burners, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 210,000 BTU
34	1 ea	Jade		Natural gas
34	1 ea	Jade		3/4^ Rear connection, standard, (nc)
34	1 ea	Jade		3/4^ Gas regulator supplied w/range, (nc)
34	1 ea	Jade		Go to caster/leg options
34	1 ea	Jade		Set of four casters (2 w/brakes)
35	1 ea	Jade	JTRH-4-A	Titan 24^ Heavy Duty Range, gas, (4) 12^ 30,000 BTU open burners, cabinet storage base with s/s interior, s/s front, sides & stub back, 6^ high s/s legs, 120,000 BTU
35	1 ea	Jade		Natural gas
35	1 ea	Jade		3/4^ Rear connection, standard, (nc)
35	1 ea	Jade		3/4^ Gas regulator supplied w/range, (nc)
35	1 ea	Jade		Go to caster/leg options
35	1 ea	Jade		Set of four casters (2 w/brakes)
36	1 ea	Jade	JTPR-12	Titan 12^ Spreader Cabinet, open cabinet base, s/s top, front, stub back, sides & interior, 6^ s/s adj. legs, 1-1/4^ front gas manifold, 1-1/4^ rear gas connection
36	1 ea	Jade		Go to caster/leg options
36	1 ea	Jade		Set of four casters (2 w/brakes)
37	1 ea	Groen	HFP/2E-3,NAT	(127751) Tilting Braising Pan, Natural gas, 30-gallon cap., 9^ deep pan, manual tilt, electric ignition, open leg frame base, s/s construction, pressure regulator, with bullet feet, 0 - 2000' elevation, 104,000BTU, 115v/1ph/60hz, 3 amps.
37	1 ea	Groen		Limited 1-year parts and labor warranty (std) (no charge)
37	1 ea	Groen		Add'l one year Extended Warranty Coverage YOU MUST add 5% of equipment list price, per year (NET)
37	1 ea	Groen		Etch marks in 5 gallon increments
38	1 ea	AltoSham	1000-TH-I/HD/I	Slo Cook & Hold Oven, electric, double deck, standard depth, thermostatic controls, on casters, heavy duty stainless steel construction with glass doors
38	1 ea	AltoSham		208-240v/60/1, 6000w/5200W, 28.8/21.6amps, (no plug)
41	1 ea	Groen	TDH-20,NAT	(137657) Kettle, Natural gas, table top, 20-quart capacity, 2/3 jacket, 304 s/s liner, hand tilt, support console on right, s/s construction, 50 PSI, 0 - 2000' elevation, 31,000BTU, 208v/1ph/29.6 amps.
41	1 ea	Groen		Limited 1-year parts and labor warranty (std) (no charge)
41	1 ea	Groen		Add'l one year Extended Warranty Coverage YOU MUST ADD 5% of equipment list price, per year (NET)
41	1 ea	Groen	TS/9-124701	(TS/9) Support Stand, for TDH or TDHC, 20 or 40 quart gas kettles with bullet feet, open base, stainless steel, 28^ x 37^ x 18^ high
41	1 ea	Groen	124704	Drain Cart Only, for all table top kettles with bullet feet
44	1 ea	UnivStns	CUSTOM	24'L x 24^W approx, Stainless steel Work Table top, without splash, 16 gauge, type 304 stainless steel top w/ mitered ends, wall mounted
47	5 ea	MercSav	500-C SATIN	Contempo® Warmer Lamp, infra-red spot lamp, hanging cord mount, individual lamp assembly, with one lamp, satin finish (specify), 120v/1ph/

47	5 ea	MercSav		120 volts, 1 phase, std. (nc)
47	5 ea	MercSav		Mounting: Direct wire, (nc)
47	5 ea	MercSav		Satin clear finish
47	5 ea	MercSav		Black cord, C-Mount - std. specify length from ceiling to bottom of shade, (nc)
49	1 ft	Randell	19000	29^ * 27^ Top Extension with Removable Front Panel and 300 Series S/S.
49	1 ea	Randell	2ENDFIN	S/S end (each)
49	1 ea	Randell	1SKPREP	Sink prep 16^ * 20^, includes deck mount faucet
49	1 ea	Randell	1ERSSNG	End Riser, Single Thickness (divider panel)
50	1 ea	Randell	11000	29^ * 27^ Open Base Utility Stands with removable shelf, for access and 300 Series S/S.
51	1 ea	Randell	3100	29^*48^ 3 well hot food table, open shelf electric individuals well with thermostatic controls. 208 vlts 1 ph 15 amps
51	1 ea	Randell	6DRNMAN	drain monifolded to common gate valve with faucet per well.
52	1 ft	Randell	11000	29^ X 36^ Open Base Utility Stands with removable shelf for access, and 300 Series S/S.
53	1 ft	Randell	11000	29^ X 36^ Open Base Utility Stands with removable shelf for access, and 300 Series S/S.
54	1 ft	Randell	18000	29^ X 14^ Top Extension Open to Floor with removable s/s interior, and 300 Series S/S. * NOTE: Item reflects customer requirements using Randell standard construction. Design details shall be provided on presentation drawing when requested.
55	1 ft	Randell	50000	29^ X 62^ Refrigerated Base, NSF 7 Listed, press fit gaskets & engineered expansion valve refrig. system. self cont, equipment panel right, 115v/1ph/5 amps.
55	1 ea	Randell	1WPR012	Wrapped Raised Rail, 12^D. F-to-B
55	1 ea	Randell	2RDWDBL	27^ Refrigerated Drawers, double tier, patented removable 14 ga s/s cartridge system, complete with 1-5/8^ s/s roller bearings and 3-yr. Unconditional Parts and Labor Warranty
55	1 ea	Randell	6CONLOW	condensing units with hook up, loww temp.
56	1 ft	Randell	50000	29^ X 62^ Refrigerated Base, NSF 7 Listed, press fit gaskets & engineered expansion valve refrig. system. self cont equipment panel right, 115v/1ph/5 amps.
56	1 ea	Randell	1WPR012	Wrapped Raised Rail, 12^D. F-to-B
56	1 ea	Randell	2RDWDBL	27^ Refrigerated Drawers, double tier, patented removable 14 ga s/s cartridge system, complete with 1-5/8^ s/s roller bearings and 3-yr. Unconditional Parts and Labor Warranty
56	1 ea	Randell	6CONLOW	condensing unit with hook-up, low temp
57	1 ft	Randell	4CORS18	108^ Solid Core Pass-over Shelf, Up to 18^D
58	1 ft	Randell	50000	29^ X 86^ Refrigerated Base, NSF 7 Listed, press fit gaskets & engineered expansion valve refrig. system. self cont, 90 degree back turn down, 115v/1ph/5 amps.
58	2 ea	Randell	2ENDFIN	S/S end (each)
58	1 ea	Randell	1WPR012	wrapped raised rail, 12^d f to b
58	1 ea	Randell	6CONLOW	condensing inot woth hook up, low temp
59	1 ft	Randell	50000	29^ X 62^ Refrigerated Base, NSF 7 Listed, press fit gaskets & engineered expansion valve refrig. system. self cont, equipment panel right, 115v/1ph/6 amps.
59	1 ea	Randell	1WPR012	Wrapped Raised Rail, 12^D. F-to-B
59	1 ea	Randell	2RDWDBL	27^ Refrigerated Drawers, double tier, patented removable 14 ga s/s cartridge system, complete with 1-5/8^ s/s roller bearings and 3-yr. Unconditional Parts and Labor Warranty
59	1 ea	Randell	6CONLOW	condensing unit with hook up, low temp
60	1 ft	Randell	11000	29^ X 61^ Open Base Utility Stands with removable shelf for access, and 300 Series S/S.
60	1 ea	Randell	1TOPMIT	Top, Mitered Corner (includes mitering 1 or both shelves)
60	1 ea	Randell	2ENDFIN	S/S end (each)
60	1 ea	Randell	1NOSEN	nosing on end of unit

60	1 ea	Randell	1SPLINE	spline joint added to rear of unit
60	1 ea	Randell	OCNRFIL	coner filler
61	1 ft	Randell	11000	29^ X 72^ Open Base Utility Stands with removable shelf for access, and 300 Series S/S.
61	1 ea	Randell	1SKPREP	Sink, Prep, 16x20^, includes deck mount faucet
61	1 ea	Randell	2PNLAPR	panel apron no charge for replacing shelf (only for additional) per l/f
61	1 ea	Randell	2ENDFIN	ss end (each)
62	1 ft	Randell	18000	29^ X 12^ Top Extension Open to Floor with removable s/s interior, and 300 Series S/S. * NOTE: Item reflects customer requirements using Randell standard construction. Design details shall be provided on presentation drawing when requested.
62	1 ea	Randell	OCNRFIL	29^ X 29^ inside Corner Filler.
63	1 ea	ConRefr	DL2R	Designer Line Refrigerator, reach-in, two-section, self-contained refrig system, alum. exterior & interior, s/s front, standard depth cabinet, full-height s/s doors, exterior digital thermometer, 6^ s/s legs, 1/3 hp
63	1 ea	ConRefr		115v/60/1
63	1 ea	ConRefr		Standard warranty: 1 year parts and labor; 5 year compressor
64	1 ea	ConRefr	DL1FE	Designer Line Wide Freezer, reach-in, 28-1/2^ wide one-section, self-contained refrig system, alum. exterior & interior, s/s front, standard depth cabinet, wide full-height s/s door, exterior digital thermometer, 6^ s/s legs, 1/3 hp
64	1 ea	ConRefr		115v/60/1
64	1 ea	ConRefr		Standard warranty: 1 year parts and labor; 5 year compressor
64	1 ea	ConRefr	50-1001A-E	Pan Slide Assembly, full section for 12 x 20 pans on 3^ centers, rim support, stainless steel angles, (E Models only)(B,17)
65	1 ea	Wells	SS-10ULTD	Food Warmer, top-mount, built-in, electric, for 11-quart round inserts, drain, wet/dry operation, thermostatic controls, stainless steel interior, Wellslok, UL listed
65	1 ea	Wells	21569	120v, 1ph, 825w (n/c)
66	1 ea	Wells	SS-10ULTD	Food Warmer, top-mount, built-in, electric, for 11-quart round inserts, drain, wet/dry operation, thermostatic controls, stainless steel interior, Wellslok, UL listed
66	1 ea	Wells	21569	120v, 1ph, 825w (n/c)
68	4 ea	UnivStns	8SLS-30	Work Table, stainless steel top, 30^ wide top, without splash, 96^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
69	2 ea	UnivStns	5SLS-30	Work Table, stainless steel top, 30^ wide top, without splash, 60^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
70	1 ea	UnivStns	CUSTOM	Sink, four compartment, stainless steel, w/left & right-hand drainboards, (1) 24^ front-to-back x 30^ wide sink compartment, (3) 24^ front-to-back x 24^ wide sink compartment, 12^ deep, with 9^ high splash, galvanized legs, 16/304 stainless steel, with (1) 48^ left drainboard, (1) 30^ right drainboard. **(Faucets NOT included)
70	1 ea	UnivStns		S/S Legs & Feet 20^
70	4 ea	UnivStns		Lever Drain Bracket
70	4 ea	UnivStns	USF-LDO-2.0	Twist Handle Lever Drain with Overflow, 2^ spout
70	1 ea	UnivStns		Perforated Scrap Basket w/ handles
71	1 ea	UnivStns	2N24-2D24	Sink, two compartment, stainless steel, w/left & right-hand drainboards, 24^ front-to-back x 24^ wide sink compartment, 12^ deep, with 9^ high splash, galvanized legs, 16/304 stainless steel, with 24^ drainboards **(Faucets NOT included).
71	1 ea	UnivStns	SO-25-20	S/S Legs & Feet 4-20^
71	2 ea	UnivStns		Lever Drain Bracket

71	2 ea	UnivStns	USF-LDO-2.0	Twist Handle Lever Drain with Overflow, 2 [^] spout
72	1 ea	UnivStns	WMHS-1412	Hand Sink, wall mount, 14 [^] wide x 12 [^] front-to-back, 10 [^] deep, 16/304 stainless steel, with gooseneck spout, knee valves, includes basket drains and wall brackets
74	1 ea	Fisher	34398	Pre-Rinse Unit, 8 [^] adj. wall mount, spring style, wall bracket, add-on faucet w/12 [^] spout
75	1 ea	Fisher	3253	Faucet, wall/backsplash mount, 8 [^] adjustable centers, 12 [^] swing spout, 1/2 [^] inlets
76	1 ea	Fisher	3253	Faucet, wall/backsplash mount, 8 [^] adjustable centers, 12 [^] swing spout, 1/2 [^] inlets
77	1 ea	Fisher	8253	Faucet, service sink, 1/2 [^] inlet, long spout and vacuum breaker, polished chrome
78	1 ea	Fisher	8253	Faucet, service sink, 1/2 [^] inlet, long spout and vacuum breaker, polished chrome
79	2 ea	Fisher	4231	Pot Filler Faucet, splash-mounted mixing faucet, 8 [^] adjustable centers, double-joint spout, 24 [^] long, with insulated off-on control valve at outlet, 1/2 [^] inlets
80	2 ea	Fisher	4231	Pot Filler Faucet, splash-mounted mixing faucet, 8 [^] adjustable centers, double-joint spout, 24 [^] long, with insulated off-on control valve at outlet, 1/2 [^] inlets
84	2 ea	UnivStns	WSU-9614	Shelf, wall-mounted, 16 gauge 304 stainless steel, 14 [^] wide, 8 feet long **VERIFY O.A. DIMENSIONS
85	2 ea	UnivStns	WSU-9614	Shelf, wall-mounted, 16 gauge 304 stainless steel, 14 [^] wide, 8 feet long **VERIFY O.A. DIMENSIONS
86	2 ea	UnivStns	WSU-9614	Shelf, wall-mounted, 16 gauge 304 stainless steel, 14 [^] wide, 8 feet long **VERIFY O.A. DIMENSIONS
87	2 ea	UnivStns	WSU-9614	Shelf, wall-mounted, 16 gauge 304 stainless steel, 14 [^] wide, 8 feet long **VERIFY O.A. DIMENSIONS
88	1 ea	UnivStns	PR-WD-CUSTC	Pot Rack, wall-mounted, double bar design, 180 [^] long, with stainless steel double hooks, constructed of 3/16 [^] x 2 [^] stainless steel
92	3 ea	AL	EZ246074	Shelving Unit Assembly, 4 wire shelves, 4 split posts, split sleeves and leveling bolts, 74 [^] H, 24 [^] W, 60 [^] L, Brite (zinc plated) finish, shipped unassembled
93	3 ea	AL	EZ247274	Shelving Unit Assembly, 4 wire shelves, 4 split posts, split sleeves and leveling bolts, 74 [^] H, 24 [^] W, 72 [^] L, Brite (zinc plated) finish, shipped unassembled
94	4 ea	NewAge	1290A	Pan Rack, mobile, full height, enclosed cabinet, w/slides for (40) 18 [^] x26 [^] pans, slides on 1-1/2 [^] centers, all welded aluminum construction, front loading, (4) 5 [^] platform swivel casters
96	1 ea	Manitowc	QY-1004A	Ice Maker, cube-style, air-cooled, self-contained condenser, up to 980-lb production/24 hours, stainless steel finish, half-dice size cubes
96	1 ea	Manitowc		208V/60/1ph
97	1 ea	Follett	SG700-30	Upright Ice Bin, single door, 680 lb. bin storage, incl: poly walls & s/s bottom, SmartGATE, poly lift door w/PowerHinge, s/s exterior
97	1 ea	Manitowc	K-00170	Ice Deflector, required for Q-600, Q-800 or Q-1000 series on F-style or non-Manitowoc bin
98	1 ea	Manitowc	TRI-L-20NH	Tri-Liminator Two Primary Filter Assembly, for series 800 through 1800
102	1 ea	RobotCp	R6X	Commercial Food Processor, metal continuous feed attachment only and attached food pusher and two plates (std pack contains C446SA & C450GPA), bowl not available, 120v, 60hz, 12amps, 1ph, 1 HP, 1 speed, 850 RPM, ^D^ series machines shipped after 1/1/00
103	1 ea	Univex	8512	Max™ Slicer, heavy duty, angle feed, automatic, 12 [^] diameter knife, cast aluminum base, gear-driven blade assembly, built-in sharpener, 1/2 HP motor
103	1 ea	Univex		115v, 60 hz, 1ph (n/c)
104	1 ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl
107	1 ea	UnivStns	CUSTOM	mobil demo mirrow polish stainless steel 72 [^] w*34d*7-10h

115	1 ea	UnivStns	CUSTOM	108^L x 36^W x 108^L x 36^L x 30^W, J-Shaped Dishtable, soiled, corner design, right-to-left, 9^ splash, with prerinse sink, stainless steel legs, with stainless steel crossrail, 16/304 stainless steel	
115	1 ea	UnivStns	DTO-10	Stainless steel scrap basket w/slides, fits 20^ x 20^ x 8^ pre-rinse bowl,	
115	1 lf	UnivStns	DTO-15	Double Rack Shelf, 108^	
116	1 ea	UnivStns		Dish Rack	
117	1 ea	UnivStns		Pre-Rinse Sink	
118	1 ea	CMADish	CMA-44H/R-L	Dishwasher, 44^ conveyor type, right to left operation, high temp. sanitizing, dual tank design (pre-wash/wash), 205 racks/hour, s/s constr., electric tank heat, built-in exhaust fan control, table limit switch	
118	1 ea	CMADish		480v/60/3-ph	
118	1 ea	CMADish		Factory installed auto fill	
118	1 ea	CMADish		C-45 Hatco booster heater-70°F rise	
118	1 ea	CMADish		Vent hood w/4^x16^ vent & damper (set of 2)	
118	1 ea	CMADish		480v/54/3-ph	
122	1 ea	UnivStns	CDT-66-RL	Dishtable, clean, stainless steel top, straight, right-to-left, 9^ high splash, stainless steel open frame pipe base, with stainless steel crossrail, 66^ long, 16/304 stainless steel	
123	1 ea	UnivStns	CDT-93-RL	Dishtable, clean, stainless steel top, straight, right-to-left, 9^ high splash, stainless steel open frame pipe base, with stainless steel crossrail, 93^ long, 16/304 stainless steel	
124	1 ea	Fisher	8253	Faucet, service sink, 1/2^ inlet, long spout and vacuum breaker, polished chrome	
125	1 ea	UnivStns	FT-1660	Floor Trough Grating, Subway, standard depth, 16^ wide, 60^ long	
126	1 ea	UnivStns	FT-1626	Floor Trough Grating, Subway, standard depth, 18^ wide, 26^ long	
128	1 ea	UnivStns	EHS-2	Hand Sink, wall model, 12^ wide x 10^ front-to-back x 6^ deep, stainless steel construction, non-drip edge on 3 sides, includes splash mounted faucet, basket drain & wall brackets,	
129	1 ea	UnivStns	CUSTOM	11^6^L x 84^L x 30^W, L-Shaped Cabinet Base w/Doors, stainless steel top w/ mitered right end., 30^ wide top, with splash at rear only, stainless steel cabinet, mounted on 6^ legs, 16 gauge, type 304 stainless steel top	
129	1 ea	UnivStns	TAC-1416	Sink Bowl Integral with Table Top, 14^ x 16^ x 12^	
129	1 ea	UnivStns	TAC-9	Table Cut-Out for item # 130 - by others	
129	1 ea	UnivStns	CUSTOM	7^6^L x 30^W Cabinet Base With Doors, stainless steel top, with splash at rear only, stainless steel cabinet w/ mitered left end, mounted on 6^ legs, 16 gauge, type 304 stainless steel top	
130	1 ea	Randell	9500	Drop-In Ice & Water Unit, 23^L x 18^D, 60 lb. insulated ice chest, s/s top & coved corner interior, removable s/s cover, glass filler w/drain trough	
130	1 ea	Randell		1 yr. parts warranty std. (nc)	
131	1 ea	Fisher	26166	Sierra Workboard Faucet, 8^ deck, 9^ SGN spout	
137	1 ea	Wells	RW-26	Food Warming Drawer Unit, built-in, two drawers, capacity approximately 8 dozen rolls/drawer, stainless steel construction, humidity and thermostat controls	
137	1 ea	Wells	20403	120v, 1ph, 900w (n/c)	
SERVICE BAR					
Item #	Quantity	Selling Unit	Manuf.	Model	Specification
151	3 ea	UnivStns		DL2CBT-24B	24^L x 24^D, Open Front Glass Storage Bin, with drainboard top, stainless steel cabinet, mounted on 6^ legs, 16 gauge type 304 s/s
151	3 ea	UnivStns		TAC-6RS	Glass Rack Slides (Only), one set

152	1 ea	UnivStns	DLCS-30	Cocktail Station, 10 [^] deep chest, 30 [^] W x 20 [^] front-to-back, 4 [^] splash, 16/304 stainless steel w/galvanized legs, includes (2) vacuum formed plastic bottle wells, front and side marine edge, NSF	
152	1 ea	UnivStns		Stainless steel legs & feet (set of 4)	
152	1 ea	UnivStns		Sealed in cold plate (add -7C to model no. to order)	
152	1 ft	UnivStns	SPEED RAIL S	Speed Rail, single, stainless steel, 36 [^]	
153	1 ea	UnivStns	DL-BS-12	Blender Station, free standing design, 12 [^] W x 20 [^] front-to-back, with flat work top, 4 [^] backsplash, 2 [^] x 4 [^] receptacle box mounted inside unit, 16/304 stainless steel w/galvanized legs, front and side marine edge, NSF	
153	1 ea	UnivStns		Stainless steel legs & feet (set of 4)	
154	1 ea	UnivStns	RAIL		
155	1 ea	UnivStns	FILLER	Filler Section, 6 [^] , with access cutout & 2 bottle wells, underbar, stainless steel construction,	
162	1 ea	Randell	50000	86 [^] *39 [^] refrigerated base nsf 7 listed, press fit gaskets & engineered expansion valve refri, system.	
162	2 ea	Randell	2EMDFIN	ss end (each)	
162	1 ea	Randell	1WPR012	wrapped raised rail 12 [^] d f to b	
162	1 ea	Randell	6CONLOW	condensing unit unit hook-up, low temp	
G.M. KITCHEN (5 FLOOR)					
Item #	Quantity	Selling Unit	Manuf.	Model	Specification
7	1 ea	Jade	JTRH-36G-36C		Titan 36 [^] Heavy Duty Range, gas, griddle top w/1 [^] thick polished steel plate, manual controls, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6 [^] high s/s legs, 135,000 BTU
7	1 ea	Jade			Natural gas
7	1 ea	Jade			3/4 [^] Rear connection, standard, (nc)
7	1 ea	Jade			3/4 [^] Gas regulator supplied w/range, (nc)
7	1 ea	Jade			Go to caster/leg options
7	1 ea	Jade			Set of four casters (2 w/brakes)
8	1 ea	Jade	JTRH-4-36C		Titan 36 [^] Heavy Duty Range, gas, (4) 18 [^] 30,000 BTU open burners, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6 [^] high s/s legs, 150,000 BTU
8	1 ea	Jade			Natural gas
8	1 ea	Jade			3/4 [^] Rear connection, standard, (nc)
8	1 ea	Jade			3/4 [^] Gas regulator supplied w/range, (nc)
8	1 ea	Jade			Go to caster/leg options
8	1 ea	Jade			Set of four casters (2 w/brakes)
9	1 ea	Jade	JTRH-6-36C		Titan 36 [^] Heavy Duty Range, gas, (6) 12 [^] 30,000 BTU open burners, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6 [^] high s/s legs, 210,000 BTU
9	1 ea	Jade			Natural gas
9	1 ea	Jade			3/4 [^] Rear connection, standard, (nc)
9	1 ea	Jade			3/4 [^] Gas regulator supplied w/range, (nc)
9	1 ea	Jade			Go to caster/leg options
9	1 ea	Jade			Set of four casters (2 w/brakes)

10	1 ea	Jade	JTRH-6-36C	Titan 36^ Heavy Duty Range, gas, (6) 12^ 30,000 BTU open burners, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 210,000 BTU
10	1 ea	Jade		Natural gas
10	1 ea	Jade		3/4^ Rear connection, standard, (nc)
10	1 ea	Jade		3/4^ Gas regulator supplied w/range, (nc)
10	1 ea	Jade		Go to caster/leg options
10	1 ea	Jade		Set of four casters (2 w/brakes)
11	1 ea	Jade	JTRH-6-36C	Titan 36^ Heavy Duty Range, gas, (6) 12^ 30,000 BTU open burners, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 210,000 BTU
11	1 ea	Jade		Natural gas
11	1 ea	Jade		3/4^ Rear connection, standard, (nc)
11	1 ea	Jade		3/4^ Gas regulator supplied w/range, (nc)
11	1 ea	Jade		Go to caster/leg options
11	1 ea	Jade		Set of four casters (2 w/brakes)
12	1 ea	Jade	KC-24	Chitwood Smoke Broiler, gas, 24^ counter model, ceramic briquettes, cast iron top grates, infinite manual control, CHITWOOD Smoke-Ejector system for cold smoke, s/s front, top rim & sides, 65,000 BTU
12	1 ea	Jade		Natural gas
12	1 ea	Jade		Stand, enclosed base w/drawer & door, 6^ adj. legs
12	1 ea	Jade		Casters, 4^ front two w/brake (3^ dia. wheel)
13	1 ea	SouthPri	SC-200-SM	Smoke Chef, Foodservice Line, Electric, cap. (5) 18^ x 26^ food racks on slides, 325°F manual thermostat, internal smoker element w/chip box, flue damper, s/s construction, casters, 4.5kw
13	1 ea	SouthPri		208v/60/1, 15 amp service required (nc)
13	1 ea	SouthPri		Approvals: UL, ULC, NSF, USDA (nc)
13	1 ea	SouthPri		Programmable digital roast & hold control (325F)
14	2 ea	Jade	JTPR-18	Titan 18^ Spreader Cabinet, open cabinet base, s/s top, front, stub back, sides & interior, 6^ s/s adj. legs, 1-1/4^ front gas manifold, 1-1/4^ rear gas connection
14	1 ea	Jade		Go to caster/leg options
14	2 ea	Jade		Set of four casters (2 w/brakes)
15	6 ea	Dormont	1675 KIT-48'	Gas Connector Kit, 3/4^ inside diameter, 48^ long, with coiled restraining device, full port gas valve and 90° street elbow
18	1 ea	UnivStns	WMHS-1412	Hand Sink, wall mount, 14^ wide x 12^ front-to-back, 10^ deep, 16/304 stainless steel, with gooseneck spout, knee valves, includes basket drains and wall brackets
20	1 ea	UnivStns	CUSTOM	Sink, four compartment, stainless steel, w/left & right-hand drainboards, (1) 24^ front-to-back x 30^ wide sink compartment, (3) 24^ front-to-back x 24^ wide sink compartment, 12^ deep, with 9^ high splash, galvanized legs, 16/304 stainless steel, with (1) 36^ left drainboard, (1) 30^ right drainboard. **(Faucets NOT included)
20	1 ea	UnivStns		S/S Legs & Feet 20^
20	4 ea	UnivStns		Lever Drain Bracket
20	4 ea	UnivStns	USF-LDO-2.0	Twist Handle Lever Drain with Overflow, 2^ spout
20	1 ea	UnivStns		Perforated Scrap Basket w/ handles
20	1 ea	UnivStns	DTO-6	End Splash, 9^

21	1 ea	UnivStns	CUSTOM	18'L Sink, four compartment, stainless steel, w/left & right-hand drainboards, (4) 24^ front-to-back x 24^ wide sink compartment, 12^ deep, (1) 20^ x 20^ pre-rinse sink with 9^ high splash, galvanized legs, 16/304 stainless steel, with , (1) 54^ right drainboard. Finished to mount to dish machine on left end. **(Faucets NOT included)
21	1 ea	UnivStns		S/S Legs & Feet 20^
21	4 ea	UnivStns		Lever Drain Bracket
21	4 ea	UnivStns	USF-LDO-2.0	Twist Handle Lever Drain with Overflow, 2^ spout
21	1 ea	UnivStns		Perforated Scrap Basket w/ handles
21	1 ea	UnivStns	DTO-10	Stainless steel scrap basket w/slides, fits 20^ x 20^ x 8^ pre-rinse bowl,
22	1 ea	UnivStns	CDT-6-RL	Dishtable, clean, stainless steel top, straight, right-to-left, 9^ high splash, stainless steel open frame pipe base, with stainless steel crossrail, 72^ long, 16/304 stainless steel
23	2 ea	Fisher	2210-WB	Pre-Rinse Assembly, wall-mounted mixing valve, 8^ adj. centers, with spring action flexible gooseneck, with spray head (2.6 GPM), with wall bracket
23	2 ea	Fisher	2901	Add-On Faucet, for rigid control valves, 6^ swing spout
24	1 ea	Fisher	2210-WB	Pre-Rinse Assembly, wall-mounted mixing valve, 8^ adj. centers, with spring action flexible gooseneck, with spray head (2.6 GPM), with wall bracket
25	2 ea	Fisher	3253	Faucet, wall/backsplash mount, 8^ adjustable centers, 12^ swing spout, 1/2^ inlets
26	2 ea	Fisher	8253	Faucet, service sink, 1/2^ inlet, long spout and vacuum breaker, polished chrome
27	1 ea	Fisher	8253	Faucet, service sink, 1/2^ inlet, long spout and vacuum breaker, polished chrome
28	2 ea	Fisher	26123	Sierra Workboard Faucet, 8^ deck, 10^ swing spout
29	1 ea	CMADish	C	Energy Miser Dishwasher, door type, 25-3/4^ W, low temperature chemical sanitizing w/priming switches, top mounted controls, auto ^start/stop^, corner design, 37 racks/hour, delimer switch, scrap accumulator, s/s constr.
29	1 ea	CMADish		115v/60/1-ph, 13.0 amps
29	1 ea	CMADish		Factory installed CMA-Temp-Sure (self contained 12 kw heater)
33	6 ea	UnivStns	8SLS-54	Work Table, stainless steel top, 54^ wide top, without splash, 96^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
33	6 st	UnivStns	TAC-PS1	Stainless steel pan rack slides- one set
34	2 ea	UnivStns	7SLSB-30	Work Table, stainless steel top, 30^ wide top, with splash at rear only, 84^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
35	1 ea	UnivStns	5SLSB-30-MO	Work Table, stainless steel top, 30^ wide top, with splash at rear only, 60^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top **24^ working height
36	1 ea	UnivStns	8SLSB-30	Work Table, stainless steel top, 30^ wide top, with splash at rear only, 96^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top, 34^ working height
36	1 lf	UnivStns	TAC-ME	Marine Edge,
36	1 ea	UnivStns	TAC-24	Sink Bowl Integral with Table Top, 24^ x 24^ x 12^ - LEFT END
38	1 ea	UnivStns	CUSTOM	mobil demo mirrow polish stainless steel96^w*34d*7-10h
48	2 ea	AL	2.46E+77	Wire Shelving Unit, (4) 24^W x 60^L shelves, (4) 74^ two-piece posts, green epoxy finish w/MIRCROGARD™ antimicrobial protection, (in one box)
48	2 ea	AL	247274EX	Wire Shelving Starter Unit, (4) 24^W x 72^L wire shelves, (4) 74^H posts, green epoxy finish w/MIRCROGARD™ antimicrobial protection
49	6 ea	AL	247274ZIC	Wire Shelving Starter Unit, (4) 24^W x 72^L wire shelves, (4) 74^H posts, zinc finish
50	3 ea	NewAge	1290A	Pan Rack, mobile, full height, enclosed cabinet, w/slides for (40) 18^x26^ pans, slides on 1-1/2^ centers, all welded aluminum construction, front loading, (4) 5^ platform swivel casters

51	6 ea	NewAge	1331	Pan Rack, mobile, full height, open sides, with slides for 18^x26^ pans, slides on approximately 3^ centers, all welded aluminum construction, end loading, (4) 5^ platform type casters	
54	2 ea	UnivStns	TSD-8414	Shelf, table-mounted, double deck, 14^ wide, 7 feet long, 16 gauge 304 stainless steel	
54	4 ea	UnivStns		Receptacle Box MTD	
54	1 ea	UnivStns	SO-19	Stainless Steel Pot Rack with Hooks-Fixture Mtd., - mounted over item # 35	
55	1 ea	UnivStns	PR-WD-CUSTC	Pot Rack, wall-mounted, double bar design, 168^ long, with stainless steel double hooks, constructed of 3/16^ x 2^ stainless steel	
55	1 ea	UnivStns	WSD-7214	Shelf, wall-mounted, 16 gauge 304 stainless steel, 14^ wide, 6 feet long	
56	1 ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl	
56	1 ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)	
57	1 ea	RobotCp	R2N	Commercial Food Processor, white plastic cutter bowl, continuous feed attachment, on/off & pulse switch, 2 plates (R209 & R211), bowl capacity 2-1/2 qt, 120V, 60 HZ, 7 amps, 1ph, 1725 RPM, 1/2 HP	
58	1 ea	Univex	8512	Max™ Slicer, heavy duty, angle feed, automatic, 12^ diameter knife, cast aluminum base, gear-driven blade assembly, built-in sharpener, 1/2 HP motor	
58	1 ea	Univex		115v, 60 hz, 1ph (n/c)	
59	1 ea	ConRefr	DL2R	Designer Line Refrigerator, reach-in, two-section, self-contained refrig system, alum. exterior & interior, s/s front, standard depth cabinet, full-height s/s doors, exterior digital thermometer, 6^ s/s legs, 1/3 hp	
59	1 ea	ConRefr		115v/60/1	
59	1 ea	ConRefr		Standard warranty: 1 year parts and labor; 5 year compressor	
63	1 ea	Fisher	8253	Faucet, service sink, 1/2^ inlet, long spout and vacuum breaker, polished chrome	
STOREROOM (5 FLOOR)					
Item #	Quantity	Selling Unit	Manuf.	Model	Specification
12	14 ea	AL		247274EX	Wire Shelving Starter Unit, (4) 24^W x 72^L wire shelves, (4) 74^H posts, epoxy finish
12	2 ea	AL		2.45E+77	Wire Shelving Unit, (4) 24^W x 48^L shelves, (4) 74^ two-piece posts, green epoxy finish w/MIRCROGARD™ antimicrobial protection, (in one box)
13	24 ea	AL		2.46E+77	Wire Shelving Unit, (4) 24^W x 60^L shelves, (4) 74^ two-piece posts, green epoxy finish w/MIRCROGARD™ antimicrobial protection, (in one box)
14	1 ea	NewAge		1290A	Pan Rack, mobile, full height, enclosed cabinet, w/slides for (40) 18^x26^ pans, slides on 1-1/2^ centers, all welded aluminum construction, front loading, (4) 5^ platform swivel casters
15	1 ea	NewAge		1331	Pan Rack, mobile, full height, open sides, with slides for 18^x26^ pans, slides on approximately 3^ centers, all welded aluminum construction, end loading, (4) 5^ platform type casters
16	1 ea	UnivStns		8SLS-30	Work Table, stainless steel top, 30^ wide top, without splash, 96^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
16	1 ea	UnivStns		TAC-2-6	Casters, 5^ Diameter Swivels, 2 Brakes with each set, set of 6
17	1 ea	Hobart		HBR300-1	Scale, Receiving, Digital Platform, Class III, 300 lb. x .1 lb. graduation, toggle between lb./kg, s/s platter, leveling legs, battery power supply, low battery indicator, AC/DC adapter, 120v/60/1-ph, USDA, legal for trade
26	1 ea	UnivStns		EHS-2	Hand Sink, wall model, 12^ wide x 10^ front-to-back x 6^ deep, stainless steel construction, non-drip edge on 3 sides, includes splash mounted faucet, basket drain & wall brackets,

31	1 ea	Fisher	8253	Faucet, service sink, 1/2^ inlet, long spout and vacuum breaker, polished chrome	
KITCHEN 8 (5 FLOOR)					
Item #	Quantity	Selling Unit	Manuf.	Model	Specification
7	1 ea	Gemini	DC44	4 decks by 4 pans wide with a 16 bun pan capacity all decks 6 1/2 high glass doors, separate controls for top bottom and front heat, independent operating decks, electric 60 minutes timer per deck, exterior of the oven is stainless steel with back of the oven aluminum, oven chambers is constructed of heavy duty tempered steel, rockwool insulation material, 120mm thick layer around the oven chamber to make it economical on power, unit supplied with legs and casters, two electrical lines required: 220/60/3 & 115/60/1	
7	4 ea	Gemini	DCA-220	8 1/2^ crown height	
7	4 ea	Gemini	DC4-ST	stone heart (per deck)	
7	4 ea	Gemini	DC4-SG	steam generator	
7	1 ea	Gemini	COMMERCIAL	one (1) installation supervisor for start up only, to be completed in 2 days, 2 trips back to back.	
9	1 ea	Baxter	OV300E	Mini Rotating Rack Oven, Elec., quick set digital controls, door activated stop in load-unload position, self-contained steam system, s/s doors w/full-length windows, s/s exterior & interior	
9	1 ea	Baxter	ELEOCCG	208v/60/3ph & 120v/60/1ph control circuit (USA) (nc)	
9	1 ea	Baxter	RCK8EL	Rack Loading - End load 8-pan (nc)	
9	1 ea	Baxter	TRMSTD	Standard trim package (nc)	
9	1 ea	Baxter	STAND-16 PAN	Oven Stand w/pan slides for (16) 18^x26^ pans, legs	
11	1 ea	Baxter	OV300E	Mini Rotating Rack Oven, Elec., quick set digital controls, door activated stop in load-unload position, self-contained steam system, s/s doors w/full-length windows, s/s exterior & interior	
11	1 ea	Baxter	ELEOCCG	208v/60/3ph & 120v/60/1ph control circuit (USA) (nc)	
11	1 ea	Baxter	RCK8EL	Rack Loading - End load 8-pan (nc)	
11	1 ea	Baxter	TRMSTD	Standard trim package (nc)	
11	1 ea	Baxter	STAND-16 PAN	Oven Stand w/pan slides for (16) 18^x26^ pans, legs	
13	1 ea	Gemini	GMP21	to hold two single racks, two doors stainless steel interior and exterior automatic door closer, sturdy ridged construction shipped fully assembled, two electrical lines required 220/60/3ph.	
15	1 ea	Jade	JTRHE-3-3-360	Titan 36^ Heavy Duty Range, gas, (3)12^ 30,000 BTU open front burners, (3)12^ 30,000 BTU open rear step-up burners, conv. oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 210,000 BTU	
15	1 ea	Jade		Natural gas	
15	1 ea	Jade		3/4^ Rear connection, standard, (nc)	
15	1 ea	Jade		3/4^ Gas regulator supplied w/range, (nc)	
15	1 ea	Jade		Go to caster/leg options	
15	1 ea	Jade		Set of four casters (2 w/brakes)	
16	1 ea	Jade	JTRHE-3-3-360	Titan 36^ Heavy Duty Range, gas, (3)12^ 30,000 BTU open front burners, (3)12^ 30,000 BTU open rear step-up burners, conv. oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 210,000 BTU	
16	1 ea	Jade		Natural gas	
16	1 ea	Jade		3/4^ Rear connection, standard, (nc)	
16	1 ea	Jade		3/4^ Gas regulator supplied w/range, (nc)	
16	1 ea	Jade		Go to caster/leg options	
16	1 ea	Jade		Set of four casters (2 w/brakes)	

17	2 ea	Dormont	1675 KIT-48'	Gas Connector Kit, 3/4 [^] inside diameter, 48 [^] long, with coiled restraining device, full port gas valve and 90 [^] street elbow
18	7 ea	UnivStns	CUSTOM	1-3/4 [^] thick Maple Top Work Table, 30 [^] wide top, without splash, 96 [^] long, w/fixed s/s undershelf, stainless steel frame .
18	7 st	UnivStns	TAC-PS1	Stainless steel pan rack slides- one set
19	1 ea	UnivStns	CUSTOM	1-3/4 [^] thick Maple Top Work Table, 30 [^] wide top, without splash, 72 [^] long, w/fixed s/s undershelf, stainless steel frame
19	1 st	UnivStns	TAC-PS1	Stainless steel pan rack slides- one set
20	4 ea	UnivStns	CUSTOM	1-3/4 [^] thick Maple Top Work Table, 30 [^] wide top, without splash, 60 [^] long, w/fixed s/s undershelf, stainless steel frame
20	4 st	UnivStns	TAC-PS1	Stainless steel pan rack slides- one set
21	1 ea	Jade	JTRH-6-36C	Titan 36 [^] Heavy Duty Range, gas, (6) 12 [^] 30,000 BTU open burners, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6 [^] high s/s legs, 210,000 BTU
21	1 ea	Jade		Natural gas
21	1 ea	Jade		3/4 [^] Rear connection, standard, (nc)
21	1 ea	Jade		3/4 [^] Gas regulator supplied w/range, (nc)
21	1 ea	Jade		Go to caster/leg options
21	1 ea	Jade		Set of four casters (2 w/brakes)
22	2 ea	UnivStns	6SLSB-30	Work Table, stainless steel top, 30 [^] wide top, with splash at rear only, 72 [^] long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
23	1 ea	UnivStns	5SLSB-30	Work Table, stainless steel top, 30 [^] wide top, with splash at rear only, 60 [^] long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
24	1 ea	UnivStns	6SLSB-30	Work Table, stainless steel top, 30 [^] wide top, with splash at rear only, 72 [^] long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
25	1 ea	UnivStns	5SLSB-30-MO	Work Table, stainless steel top, 30 [^] wide top, with splash at rear only, 60 [^] long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top **24 [^] working height
26	1 ea	UnivStns	8SLCB-36-MO	Work Table, stainless steel top, 36 [^] wide top, with splash at rear only, 96 [^] long, with s/s legs, side & rear s/s crossrails, 16 gauge, type 304 stainless steel top **32 [^] working height
27	1 ea	UnivStns	8SLCB-36-MO	Work Table, stainless steel top, 36 [^] wide top, with splash at rear only, 96 [^] long, with s/s legs, side & rear s/s crossrails, 16 gauge, type 304 stainless steel top **32 [^] working height
28	1 ea	UnivStns	WMHS-1412	Hand Sink, wall mount, 14 [^] wide x 12 [^] front-to-back, 10 [^] deep, 16/304 stainless steel, with gooseneck spout, knee valves, includes basket drains and wall brackets
30	1 ea	UnivStns	CUSTOM	Sink, four compartment, stainless steel, w/left & right-hand drainboards, (1) 24 [^] front-to-back x 30 [^] wide sink compartment, (3) 24 [^] front-to-back x 24 [^] wide sink compartment, 12 [^] deep, with 9 [^] high splash, galvanized legs, 16/304 stainless steel, with (1) 30 [^] left drainboard, (1) 24 [^] right drainboard. ** (Faucets NOT included)
30	1 ea	UnivStns		S/S Legs & Feet 20 [^]
30	4 ea	UnivStns		Lever Drain Bracket
30	4 ea	UnivStns	USF-LDO-2.0	Twist Handle Lever Drain with Overflow, 2 [^] spout
30	1 ea	UnivStns		Perforated Scrap Basket w/ handles
31	1 ea	Fisher	2210-WB	Pre-Rinse Assembly, wall-mounted mixing valve, 8 [^] adj. centers, with spring action flexible gooseneck, with spray head (2.6 GPM), with wall bracket
31	1 ea	Fisher	2901	Add-On Faucet, for rigid control valves, 6 [^] swing spout
32	1 ea	Fisher	3253	Faucet, wall/backsplash mount, 8 [^] adjustable centers, 12 [^] swing spout, 1/2 [^] inlets

33	1 ea	Fisher	8253	Faucet, service sink, 1/2^ inlet, long spout and vacuum breaker, polished chrome
34	1 ea	Fisher	4730	Pot Filler Faucet, splash-mounted single valve, double-joint spout, 18^ long, with insulated off-on control valve at outlet, 1/2^ inlet
35	1 ea	UnivStns	2N1824-2D24	Sink, two compartment, stainless steel, w/left & right-hand drainboards, 24^ front-to-back x 18^ wide sink compartment, 12^ deep, with 9^ high splash, galvanized legs, 16/304 stainless steel, with 24^ drainboards
35	1 ea	UnivStns	SO-25-20	S/S Legs & Feet 4-20^
36	1 ea	UnivStns	PR-WD-156-S	Pot Rack, wall-mounted, double bar design, 156^ long, with stainless steel double hooks, constructed of 3/16^ x 2^ stainless steel
37	1 ea	UnivStns	PR-CUSTOM	19^6^L, Pot Rack, table-mounted, single bar design, with stainless steel double hooks, constructed of 3/16^ x 2^ stainless steel **Mounted over items # 26 & 27
38	1 ea	UnivStns	WSU-8414	Shelf, wall-mounted, 16 gauge 304 stainless steel, 14^ wide, 7 feet long
39	2 ea	UnivStns	WSU-8414	Shelf, wall-mounted, 16 gauge 304 stainless steel, 14^ wide, 7 feet long
45	2 ea	NewAge	1290A	Pan Rack, mobile, full height, enclosed cabinet, w/slides for (40) 18^x26^ pans, slides on 1-1/2^ centers, all welded aluminum construction, front loading, (4) 5^ platform swivel casters
46	2 ea	NewAge	1331	Pan Rack, mobile, full height, open sides, with slides for 18^x26^ pans, slides on approximately 3^ centers, all welded aluminum construction, end loading, (4) 5^ platform type casters
47	2 ea	AL	2460Z74	Wire Shelving Unit, (4) 24^W x 60^L shelves, (4) 74^ two-piece posts, zinc finish, (in one box)
48	2 ea	AL	2.47E+77	Wire Shelving Unit, (4) 24^W x 72^L shelves, (4) 74^ two-piece posts, zinc finish, (in one box)
50	1 ea	ConRefr	DL2R	Designer Line Refrigerator, reach-in, two-section, self-contained refrig system, alum. exterior & interior, s/s front, standard depth cabinet, full-height s/s doors, exterior digital thermometer, 6^ s/s legs, 1/3 hp
50	1 ea	ConRefr		115v/60/1
50	1 ea	ConRefr		Standard warranty: 1 year parts and labor; 5 year compressor
51	1 ea	Rondo	STM-513	width of conveyor belt 18 3/4^, table width 19 1/4^, table length overall 61^, roller length 19^, roller gap opening 0.5-30mm, speed of discharge conveyor 20 in-sec, floor space, working position 37^ * 62^, stored position 37^ * 34^, rated power 0.75kva, voltage 220/50-60/3.
52	1 ea	Rondo	50-FBF-S	fixed bowl spiral mixer. dough capacity 110 lbs, flour capacity 66 lbs, height of bowl edge 34^1^, spiral 1st speed 2.0kw, spiral 2nd speed 4.0kw, bowl: 0.55kw, 220/60/3 - 15amps
53	1 ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl
53	1 ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)
54	1 ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl
54	1 ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)
55	1 ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl
55	1 ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)
56	1 ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl

56	1 ea		Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)
57	1 ea		Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl
57	1 ea		Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)
58	1 ea		Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl
58	1 ea		Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)
59	1 ea		Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl
59	1 ea		Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)
60	1 ea		Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl
60	1 ea		Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)
65	1 ea		Sharp	R-21JC	Microwave Oven, 1000 watts, stainless steel door, timer panel & cavity, grey steel outer wrapper, durable side-hinged see-through door, 6 minute electronic dial timer, timer heating-time guide
65	1 ea		Sharp		Warranty- 1 year parts, labor & travel, on site, w/second & third year (parts only) on Magnetron, standard (nc)
73	1 ea		UnivStns	CUSTOM	mobil demo mirrow polish stainless steel96^w*34d*7-10h
KITCHEN 7					
Item #	Quantity	Selling Unit	Manuf.	Model	Specification
83	1 ea		UnivStns	CUSTOM	mobil demo mirrow polish stainless steel96^w*34d*7-10h
106	1 ea		Gemini	DC44	4 decks by 4 pans wide with a 16 bun pan capacity all decks 6 1/2 high glass doors, separate controls for top bottom and front heat, independent operating decks, electric 60 minutes timer per deck, exterior of the oven is stainless steel with back of the oven aluminum, oven chambers is constructed of heavy duty tempered steel, rockwool insulation material, 120mm thick layer around the oven chamber to make it economical on power, unit supplied with legs and casters, two electrical lines required: 220/60/3 & 115/60/1
106	4 ea		Gemini	DCA-220	8 1/2^ crown height
106	4 ea		Gemini	DC4-ST	stone heart (per deck)
106	4 ea		Gemini	DC4-SG	steam generator
106	1 ea		Gemini	COMMERCIAL	one (1) installation supervisor for start up only, to be completed in 2 days, 2 trips back to back.
108	1 ea		Baxter	OV300E	Mini Rotating Rack Oven, Elec., quick set digital controls, door activated stop in load-unload position, self-contained steam system, s/s doors w/full-length windows, s/s exterior & interior
108	1 ea		Baxter	ELEOCG	208v/60/3ph & 120v/60/1ph control circuit (USA) (nc)
108	1 ea		Baxter	RCK8EL	Rack Loading - End load 8-pan (nc)
108	1 ea		Baxter	TRMSTD	Standard trim package (nc)
108	1 ea		Baxter	STAND-16 PA	Oven Stand w/pan slides for (16) 18^x26^ pans, legs

113	1 ea	Jade	JTRHE-3-3-360	Titan 36^ Heavy Duty Range, gas, (3)12^ 30,000 BTU open front burners, (3)12^ 30,000 BTU open rear step-up burners, conv. oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 210,000 BTU
113	1 ea	Jade		Natural gas
113	1 ea	Jade		3/4^ Rear connection, standard, (nc)
113	1 ea	Jade		3/4^ Gas regulator supplied w/range, (nc)
113	1 ea	Jade		Go to caster/leg options
113	1 ea	Jade		Set of four casters (2 w/brakes)
114	1 ea	Jade	JTRHE-3-3-360	Titan 36^ Heavy Duty Range, gas, (3)12^ 30,000 BTU open front burners, (3)12^ 30,000 BTU open rear step-up burners, conv. oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 210,000 BTU
114	1 ea	Jade		Natural gas
114	1 ea	Jade		3/4^ Rear connection, standard, (nc)
114	1 ea	Jade		3/4^ Gas regulator supplied w/range, (nc)
114	1 ea	Jade		Go to caster/leg options
114	1 ea	Jade		Set of four casters (2 w/brakes)
115	1 ea	Jade	JTRH-4-A	Titan 24^ Heavy Duty Range, gas, (4) 12^ 30,000 BTU open burners, cabinet storage base with s/s interior, s/s front, sides & stub back, 6^ high s/s legs, 120,000 BTU
115	1 ea	Jade		Natural gas
115	1 ea	Jade		3/4^ Rear connection, standard, (nc)
115	1 ea	Jade		3/4^ Gas regulator supplied w/range, (nc)
115	1 ea	Jade		Go to caster/leg options
115	1 ea	Jade		Set of four casters (2 w/brakes)
116	1 ea	Fisher	4730	Pot Filler Faucet, splash-mounted single valve, double-joint spout, 18^ long, with insulated off-on control valve at outlet, 1/2^ inlet
117	4 ea	UnivStns	CUSTOM	1-3/4^ thick Maple Top Work Table, 30^ wide top, without splash, 96^ long, w/fixed s/s undershelf, stainless steel frame **VERIFY QTY.
117	4 st	UnivStns	TAC-PS1	Stainless steel pan rack slides- one set
118	6 ea	UnivStns	8SLS-30	Work Table, stainless steel top, 30^ wide top, without splash, 96^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
119	2 ea	UnivStns	CUSTOM	Work Table Frame, 30^ wide top, without splash, 96^ long, w/fixed s/s undershelf, stainless steel frame to support marble top - by others,
120	1 ea	UnivStns	6SLCB-30	Work Table, stainless steel top, 30^ wide top, with splash at rear only, 72^ long, with s/s legs, side & rear s/s crossrails, 16 gauge, type 304 stainless steel top
121	1 ea	UnivStns	6SLSB-30	Work Table, stainless steel top, 30^ wide top, with splash at rear only, 72^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
122	1 ea	UnivStns	4SLSB-30-MO	Work Table, stainless steel top, 30^ wide top, with splash at rear only, 48^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top **24^ working height
123	1 ea	UnivStns	8SLCB-36-MO	Work Table, stainless steel top, 36^ wide top, with splash at rear only, 96^ long, with s/s legs, side & rear s/s crossrails, 16 gauge, type 304 stainless steel top **32^ working height
124	1 ea	UnivStns	5SLCB-36-MO	Work Table, stainless steel top, 36^ wide top, with splash at rear only, 60^ long, with s/s legs, side & rear s/s crossrails, 16 gauge, type 304 stainless steel top **32^ working height
125	1 ea	UnivStns	6SLSB-36	Work Table, stainless steel top, 36^ wide top, with splash at rear only, 72^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
125	1 ea	UnivStns	TAC-24	Sink Bowl Integral with Table Top, 24^ x 24^ x 12^ - Right end

125	1	lf	UnivStns	TAC-ME	Marine Edge, per linear foot
125	1	ea	UnivStns	TAC-5	Right End Splash
126	1	ea	Fisher	26123	Sierra Workboard Faucet, 8^ deck, 10^ swing spout
127	1	ea	UnivStns	WMHS-1412	Hand Sink, wall mount, 14^ wide x 12^ front-to-back, 10^ deep, 16/304 stainless steel, with gooseneck spout, knee valves, includes basket drains and wall brackets
129	1	ea	UnivStns	CUSTOM	19'6^L, Sink, four compartment, stainless steel, w/left & right-hand drainboards, (1) 24^ front-to-back x 30^ wide sink compartment, (3) 24^ front-to-back x 24^ wide sink compartment, 12^ deep, (1) pre-rinse sink, with 9^ high splash, galvanized legs, 16/304 stainless steel, right end finished to mount over dish machine. **(Faucets NOT included)
129	1	ea	UnivStns		S/S Legs & Feet 20^
129	4	ea	UnivStns		Lever Drain Bracket
129	4	ea	UnivStns	USF-LDO-2.0	Twist Handle Lever Drain with Overflow, 2^ spout
129	1	ea	UnivStns		Perforated Scrap Basket w/ handles
129	1	ea	UnivStns	DTO-10	Stainless steel scrap basket w/slides, fits 20^ x 20^ x 8^ pre-rinse bowl
130	1	ea	UnivStns	CDT-4-LR	Dishtable, clean, stainless steel top, straight, left-to-right, 9^ high splash, stainless steel open frame pipe base, with stainless steel crossrail, 48^ long, 16/304 stainless steel
131	1	ea	Fisher	2210-WB	Pre-Rinse Assembly, wall-mounted mixing valve, 8^ adj. centers, with spring action flexible gooseneck, with spray head (2.6 GPM), with wall bracket
131	1	ea	Fisher	2901	Add-On Faucet, for rigid control valves, 6^ swing spout
132	1	ea	Fisher	2210-WB	Pre-Rinse Assembly, wall-mounted mixing valve, 8^ adj. centers, with spring action flexible gooseneck, with spray head (2.6 GPM), with wall bracket
133	1	ea	Fisher	3253	Faucet, wall/backsplash mount, 8^ adjustable centers, 12^ swing spout, 1/2^ inlets
134	1	ea	Fisher	8253	Faucet, service sink, 1/2^ inlet, long spout and vacuum breaker, polished chrome
135	1	ea	CMADish	C	Energy Miser Dishwasher, door type, 25-3/4^ W, low temperature chemical sanitizing w/priming switches, top mounted controls, auto ^start/stop^, corner design, 37 racks/hour, delimer switch, scrap accumulator, s/s constr.
135	1	ea	CMADish		115v/60/1-ph, 13.0 amps
135	1	ea	CMADish		Factory installed CMA-Temp-Sure (self contained 12 kw heater)
135	1	ea	CMADish		115v/60/1-ph 13.0 amps
138	1	ea	UnivStns	PR-CUSTOM	Pot Rack, wall-mounted, double bar design, 156^ long, with stainless steel double hooks, constructed of 3/16^ x 2^ stainless steel
139	1	ea	UnivStns	PR-CUSTOM	12^L, Pot Rack, table-mounted, single bar design, with stainless steel double hooks, constructed of 3/16^ x 2^ stainless steel **Mounted over items # 123 & 124
150	4	ea	AL	S4-74-2472E	Wire Shelving Starter Unit, (4) 24^W x 72^L wire shelves, (4) 74^H posts, green epoxy finish w/MIRCROGARD™ antimicrobial protection
150	1	ea	AL	2.46E+77	Wire Shelving Unit, (4) 24^W x 60^L shelves, (4) 74^ two-piece posts, green epoxy finish w/MIRCROGARD™ antimicrobial protection, (in one box)
151	3	ea	NewAge	1290A	Pan Rack, mobile, full height, enclosed cabinet, w/slides for (40) 18^x26^ pans, slides on 1-1/2^ centers, all welded aluminum construction, front loading, (4) 5^ platform swivel casters
152	13	ea	NewAge	1361	Pan Rack, mobile, 3/4 height, open sides, with channels for 18^x26^ pans, slides on approximately 3^ centers, all welded aluminum construction, end loading, (4) 5^ platform type swivel casters
153	1	ea	ConRefr	DL2R	Designer Line Refrigerator, reach-in, two-section, self-contained refrig system, alum. exterior & interior, s/s front, standard depth cabinet, full-height s/s doors, exterior digital thermometer, 6^ s/s legs, 1/3 hp

153	1 ea	ConRefr		115v/60/1
153	1 ea	ConRefr		Standard warranty: 1 year parts and labor; 5 year compressor
154	1 ea	ConRefr	DL2R	Designer Line Refrigerator, reach-in, two-section, self-contained refig system, alum. exterior & interior, s/s front, standard depth cabinet, full-height s/s doors, exterior digital thermometer, 6^ s/s legs, 1/3 hp
154	1 ea	ConRefr		115v/60/1
154	1 ea	ConRefr		Standard warranty: 1 year parts and labor; 5 year compressor
156	1 ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl
156	1 ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)
157	1 ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl
157	1 ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)
158	1 ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl
158	1 ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)
159	1 ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl
159	1 ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)
160	1 ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl
160	1 ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)
161	1 ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl
161	1 ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)
162	1 ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl
162	1 ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)
163	1 ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl
163	1 ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)
168	1 ea	Sharp	R-21JC	Microwave Oven, 1000 watts, stainless steel door, timer panel & cavity, grey steel outer wrapper, durable side-hinged see-through door, 6 minute electronic dial timer, timer heating-time guide
168	1 ea	Sharp		Warranty- 1 year parts, labor & travel, on site, w/second & third year (parts only) on Magnetron, standard (nc)

169	1 ea	RobotCp	R2U	Commercial Food Processor, stainless steel bowl w/handle, continuous feed kit, on/off & pulse switch, 2 plates (R209 & R211), 2-1/2 qt. capacity, 120V, 60 HZ, 7 amps, 1ph, 1/2 HP motor, 1725 RPM, 20 1/4^ x 10^ x 15 3/4^	
	1 ea	Baxter	OV300E	Mini Rotating Rack Oven, Elec., quick set digital controls, door activated stop in load-unload position, self-contained steam system, s/s doors w/full-length windows, s/s exterior & interior	
	1 ea	Baxter	ELEOCG	208v/60/3ph & 120v/60/1ph control circuit (USA) (nc)	
	1 ea	Baxter	RCK8EL	Rack Loading - End load 8-pan (nc)	
	1 ea	Baxter	TRMSTD	Standard trim package (nc)	
	1 ea	Baxter	STAND-16 PA	Oven Stand w/pan slides for (16) 18^x26^ pans, legs	
178	1 ea	Fisher	8253	Faucet, service sink, 1/2^ inlet, long spout and vacuum breaker, polished chrome	
KITCHEN 6					
Item #	Quantity	Selling Unit	Manuf.	Model	Specification
206	1 ea		Gemini	DC44	4 decks by 4 pans wide with a 16 bun pan capacity all decks 6 1/2 high glass doors, separate controls for top bottom and front heat, independent operating decks, electric 60 minutes timer per deck, exterior of the oven is stainless steel with back of the oven aluminum, oven chambers is constructed of heavy duty tempered steel, rockwool insulation material, 120mm thick layer around the oven chamber to make it economical on power, unit supplied with legs and casters, two electrical lines required: 220/60/3 & 115/60/1
206	4 ea		Gemini	DCA-220	8 1/2^ crown height
206	4 ea		Gemini	DC4-ST	stone heart (per deck)
206	4 ea		Gemini	DC4-SG	steam generator
206	1 ea		Gemini	COMMERCIAL	one (1) installation supervisor for start up only, to be completed in 2 days, 2 trips back to back.
208	1 ea		Baxter	OV300E	Mini Rotating Rack Oven, Elec., quick set digital controls, door activated stop in load-unload position, self-contained steam system, s/s doors w/full-length windows, s/s exterior & interior
208	1 ea		Baxter	ELEOCG	208v/60/3ph & 120v/60/1ph control circuit (USA) (nc)
208	1 ea		Baxter	RCK8EL	Rack Loading - End load 8-pan (nc)
208	1 ea		Baxter	TRMSTD	Standard trim package (nc)
208	1 ea		Baxter	STAND-16 PA	Oven Stand w/pan slides for (16) 18^x26^ pans, legs
210	1 ea		Gemini	GMP21	to hold two single racks, two doors stainless steel interior and exterior automatic door closer, sturdy ridged construction shipped fully assembled, two electrical lines required 220/60/3PH 20AMPS
212	1 ea		Jade	JTRHE-3-3-360	Titan 36^ Heavy Duty Range, gas, (3)12^ 30,000 BTU open front burners, (3)12^ 30,000 BTU open rear step-up burners, conv. oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 210,000 BTU
212	1 ea		Jade		Natural gas
212	1 ea		Jade		3/4^ Rear connection, standard, (nc)
212	1 ea		Jade		3/4^ Gas regulator supplied w/range, (nc)
212	1 ea		Jade		Go to caster/leg options
212	1 ea		Jade		Set of four casters (2 w/brakes)
213	1 ea		Jade	JTRHE-3-3-360	Titan 36^ Heavy Duty Range, gas, (3)12^ 30,000 BTU open front burners, (3)12^ 30,000 BTU open rear step-up burners, conv. oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 210,000 BTU
213	1 ea		Jade		Natural gas
213	1 ea		Jade		3/4^ Rear connection, standard, (nc)

213	1 ea	Jade		3/4^ Gas regulator supplied w/range, (nc)
213	1 ea	Jade		Go to caster/leg options
213	1 ea	Jade		Set of four casters (2 w/brakes)
214	1 ea	Jade	JTRHE-3-3-360	Titan 36^ Heavy Duty Range, gas, (3)12^ 30,000 BTU open front burners, (3)12^ 30,000 BTU open rear step-up burners, conv. oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 210,000 BTU
214	1 ea	Jade		Natural gas
214	1 ea	Jade		3/4^ Rear connection, standard, (nc)
214	1 ea	Jade		3/4^ Gas regulator supplied w/range, (nc)
214	1 ea	Jade		Go to caster/leg options
214	1 ea	Jade		Set of four casters (2 w/brakes)
215	3 ea	Dormont	1675 KIT-48'	Gas Connector Kit, 3/4^ inside diameter, 48^ long, with coiled restraining device, full port gas valve and 90° street elbow
216	6 ea	UnivStns	CUSTOM	1-3/4^ thick Maple Top Work Table, 30^ wide top, without splash, 96^ long, w/fixed s/s undershelf, stainless steel frame **VERIFY QTY.
216	6 st	UnivStns	TAC-PS1	Stainless steel pan rack slides- one set
217	2 ea	UnivStns	CUSTOM	1-3/4^ thick Maple Top Work Table, 30^ wide top, without splash, 60^ long, w/fixed s/s undershelf, stainless steel frame
218	1 ea	UnivStns	CUSTOM	1-3/4^ thick Maple Top Work Table, 30^ wide top, without splash, 48^ long, w/fixed s/s undershelf, stainless steel frame
220	2 ea	UnivStns	8SLCB-36-MO	Work Table, stainless steel top, 36^ wide top, with splash at rear only, 96^ long, with s/s legs, side & rear s/s crossrails, 16 gauge, type 304 stainless steel top **32^ working height
221	1 ea	UnivStns	8SLSB-36-MO	Work Table, stainless steel top, 36^ wide top, with splash at rear only, 96^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top **32^ working height
222	1 ea	UnivStns	6SLSB-36-MO	Work Table, stainless steel top, 36^ wide top, with splash at rear only, 72^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top **32^ working height
223	4 ea	UnivStns	8SLSB-30	Work Table, stainless steel top, 30^ wide top, with splash at rear only, 96^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top **Verify backsplash is required.
224	1 ea	UnivStns	2SLSB-30	Work Table, stainless steel top, 30^ wide top, with splash at rear only, 24^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
225	1 ea	UnivStns	6SLSB-36	Work Table, stainless steel top, 36^ wide top, with splash at rear only, 72^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top **VERIFY O.A. DIMENSIONS
225	1 ea	UnivStns	TAC-24	Sink Bowl Integral with Table Top, 24^ x 24^ x 12^ - right end (faucet by others)
225	1 lf	UnivStns	TAC-ME	Marine Edge,
227	1 ea	UnivStns	WMHS-1412	Hand Sink, wall mount, 14^ wide x 12^ front-to-back, 10^ deep, 16/304 stainless steel, with gooseneck spout, knee valves, includes basket drains and wall brackets
229	2 ea	UnivStns	WSU-9614	Shelf, wall-mounted, 16 gauge 304 stainless steel, 14^ wide, 8 feet long
230	2 ea	UnivStns	WSU-7214	Shelf, wall-mounted, 16 gauge 304 stainless steel, 14^ wide, 6 feet long
232	1 ea	UnivStns	PR-CUSTOM	Pot Rack, fixture-mounted, single bar design, 144^ long, with stainless steel double hooks, constructed of 3/16^ x 2^ stainless steel
237	1 ea	Sharp	R-21JCA	Microwave Oven, 1000W, s/s door, timer panel & cavity, grey steel outer wrapper, durable side-hinged see-thru door, 6 min. elect. digitally contrld dial timer, timer heating-time guide, timer resets to 0 when door is opened during cooking cycle, braille, dbl quant

238	1 ea	ConRefr	DL2R	Designer Line Refrigerator, reach-in, two-section, self-contained refrig system, alum. exterior & interior, s/s front, standard depth cabinet, full-height s/s doors, exterior digital thermometer, 6^ s/s legs, 1/3 hp	
238	1 ea	ConRefr		115v/60/1	
238	1 ea	ConRefr		Standard warranty: 1 year parts and labor; 5 year compressor	
239	1 ea	ConRefr	DL2R	Designer Line Refrigerator, reach-in, two-section, self-contained refrig system, alum. exterior & interior, s/s front, standard depth cabinet, full-height s/s doors, exterior digital thermometer, 6^ s/s legs, 1/3 hp	
239	1 ea	ConRefr		115v/60/1	
239	1 ea	ConRefr		Standard warranty: 1 year parts and labor; 5 year compressor	
240	1 ea	Rondo	STM-513	width of conveyor belt 18 3/4^, table width 19 1/4^, table length overall 61^, roller length 19^, roller gap opening 0.5-30mm, speed of discharge conveyor 20 in-sec, floor space, working position 37^ * 62^, stored position 37^ * 34^, rated power 0.75kva, voltage 220/50-60/3.	
241	1 ea	TaylorCo	104-27	ice cream freezer 208v/60/1ph	
242	1 ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl	
242	1 ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)	
243	1 ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl	
243	1 ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)	
244	1 ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl	
244	1 ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)	
245	1 ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl	
245	1 ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)	
250	1 ea	Rondo	34-50-FBF-S	fixed bowl spiral mixer. dough capacity 110 lbs, flour capacity 66 lbs, height of bowl edge 34^.1^, spiral 1st speed 2.0kw, spiral 2nd speed 4.0kw, bowl: 0.55kw, 220/60/3 - 15amps	
253	1 ea	UnivStns	CUSTOM	mobil demo mirror polish stainless steel 72^w*34d*7-10h	
KITCHEN 5					
Item #	Quantity	Selling Unit	Manuf.	Model	Specification
267	1 ea	Jade	JTRHE-3-3-360		Titan 36^ Heavy Duty Range, gas, (3)12^ 30,000 BTU open front burners, (3)12^ 30,000 BTU open rear step-up burners, conv. oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 210,000 BTU
267	1 ea	Jade			Natural gas
267	1 ea	Jade			3/4^ Rear connection, standard, (nc)
267	1 ea	Jade			3/4^ Gas regulator supplied w/range, (nc)
267	1 ea	Jade			Go to caster/leg options
267	1 ea	Jade			Set of four casters (2 w/brakes)

268	1 ea	Jade	JTRH-6-36C	Titan 36^ Heavy Duty Range, gas, (6) 12^ 30,000 BTU open burners, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 210,000 BTU
268	1 ea	Jade		Natural gas
268	1 ea	Jade		3/4^ Rear connection, standard, (nc)
268	1 ea	Jade		3/4^ Gas regulator supplied w/range, (nc)
268	1 ea	Jade		Go to caster/leg options
268	1 ea	Jade		Set of four casters (2 w/brakes)
269	1 ea	Fisher	4731	Pot Filler Faucet, splash-mounted single valve, double-joint spout, 24^ long, with insulated off-on control valve at outlet, 1/2^ inlet
270	2 ea	Dormont	1675 KIT-48'	Gas Connector Kit, 3/4^ inside diameter, 48^ long, with coiled restraining device, full port gas valve and 90° street elbow
271	4 ea	UnivStns	CUSTOM	96^L x 54^W x 34^H, Table Frame, stainless steel, w/fixed s/s undershelf, stainless steel frame **To support Marble Top - by others
271	8 st	UnivStns	TAC-PS1	Stainless steel pan rack slides- one set
271	8 ea	UnivStns		cutting board slide
272	4 ea	UnivStns	CUSTOM	72^L x 54^W x 34^H, Table Frame, stainless steel, w/fixed s/s undershelf, stainless steel frame **To support Marble Top - by others
272	4 st	UnivStns	TAC-PS1	Stainless steel pan rack slides- one set
272	4 ea	UnivStns		cutting board slide
276	5 ea	UnivStns	6SLCB-36	Work Table, stainless steel top, 36^ wide top, with splash at rear only, 72^ long, with s/s legs, side & rear s/s crossrails, 16 gauge, type 304 stainless steel top
277	1 ea	UnivStns	7SLSB-30	Work Table, stainless steel top, 30^ wide top, with splash at rear only, 84^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
277	1 ea	UnivStns	TAC-24	Sink Bowl Integral with Table Top, 24^ x 24^ x 12^
277	1 lf	UnivStns	TAC-ME	Marine Edge,
278	1 ea	Fisher	26123	Sierra Workboard Faucet, 8^ deck, 10^ swing spout
279	2 ea	UnivStns	WSU-8414	Shelf, wall-mounted, 16 gauge 304 stainless steel, 14^ wide, 7 feet long
279	2 ea	UnivStns	WSU-14414	Shelf, wall-mounted, 16 gauge 304 stainless steel, 14^ wide, 144^ long
280	2 ea	UnivStns	TSD-7214	Shelf, table-mounted, double deck, 14^ wide, 6 feet long, 16 gauge 304 stainless steel
280	3 ea	UnivStns	TSD-7214	Shelf, table-mounted, double deck, 14^ wide, 6 feet long, 16 gauge 304 stainless steel
281	1 ea	UnivStns	WMHS-1412	Hand Sink, wall mount, 14^ wide x 12^ front-to-back, 10^ deep, 16/304 stainless steel, with gooseneck spout, knee valves, includes basket drains and wall brackets
283	1 ea	UnivStns	CUSTOM	Sink, four compartment, stainless steel, w/left & right-hand drainboards, (1) 24^ front-to-back x 30^ wide sink compartment, (3) 24^ front-to-back x 24^ wide sink compartment, 12^ deep, with 9^ high splash, galvanized legs, 16/304 stainless steel, with (1) 36^ left drainboard, (1) 48^ right drainboard. ** (Faucets NOT included)
283	1 ea	UnivStns		S/S Legs & Feet 20^
283	4 ea	UnivStns		Lever Drain Bracket
283	4 ea	UnivStns	USF-LDO-2.0	Twist Handle Lever Drain with Overflow, 2^ spout
283	1 ea	UnivStns		Perforated Scrap Basket w/ handles
284	1 ea	Fisher	2210-WB	Pre-Rinse Assembly, wall-mounted mixing valve, 8^ adj. centers, with spring action flexible gooseneck, with spray head (2.6 GPM), with wall bracket
284	1 ea	Fisher	2901	Add-On Faucet, for rigid control valves, 6^ swing spout
285	1 ea	Fisher	3253	Faucet, wall/backsplash mount, 8^ adjustable centers, 12^ swing spout, 1/2^ inlets

286	1 ea	Fisher	8253	Faucet, service sink, 1/2^ inlet, long spout and vacuum breaker, polished chrome
287	1 ea	UnivStns	PR-WD-CUSTC	Pot Rack, wall-mounted, double bar design, 180^ long, with stainless steel double hooks, constructed of 3/16^ x 2^ stainless steel
288	1 ea	UnivStns	WSU-7214	Shelf, wall-mounted, 16 gauge 304 stainless steel, 14^ wide, 6 feet long
289	4 ea	ConRefr	DL2R	Designer Line Refrigerator, reach-in, two-section, self-contained refrig system, alum. exterior & interior, s/s front, standard depth cabinet, full-height s/s doors, exterior digital thermometer, 6^ s/s legs, 1/3 hp
289	4 ea	ConRefr		115v/60/1
289	4 ea	ConRefr		Standard warranty: 1 year parts and labor; 5 year compressor
296	1 ea	Fisher	8253	Faucet, service sink, 1/2^ inlet, long spout and vacuum breaker, polished chrome
310	1 ea	ConRefr	DL2F	Designer Line Freezer, reach-in, two-section, self-contained refrig system, alum. exterior & interior, s/s front, standard depth cabinet, full-height s/s doors, exterior digital thermometer, 6^ s/s legs, 1/2 hp
310	1 ea	ConRefr		115v/60/1, cord & plug std. (nc)
310	1 ea	ConRefr		Self-Contained refrigeration, std. (nc)
310	1 ea	ConRefr		Standard warranty: 1 year parts and labor; 5 year compressor
310	1 ea	ConRefr		Left Door hinged on left & right door hinged on right, std. (nc)
310	1 ea	ConRefr		6^ S/S adj. legs std. (nc)
311	1 ea	UnivStns	6SLSB-30	Work Table, stainless steel top, 30^ wide top, with splash at rear only, 72^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
312	1 ea	UnivStns	6SLSB-30	Work Table, stainless steel top, 30^ wide top, with splash at rear only, 72^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
313	1 ea	CookTek	MC3000	Magnawave™ Induction Range, Free-Standing Counter Model, 3000 watts, single hob, SmarTemp™ microprocessor w/20 power cook settings & auto shut-off, self-diagnostics, LED display, internal cooling fan, s/s exterior
313	1 ea	CookTek		208-240v/50/60/1, 3000 w, 14 amps, 6' NEMA 6-20P
313	1 ea	CookTek		One year limited warranty, (nc)
314	1 ea	CookTek	MC3000	Magnawave™ Induction Range, Free-Standing Counter Model, 3000 watts, single hob, SmarTemp™ microprocessor w/20 power cook settings & auto shut-off, self-diagnostics, LED display, internal cooling fan, s/s exterior
314	1 ea	CookTek		208-240v/50/60/1, 3000 w, 14 amps, 6' NEMA 6-20P
314	1 ea	CookTek		One year limited warranty, (nc)
315	1 ea	CookTek	MC3000	Magnawave™ Induction Range, Free-Standing Counter Model, 3000 watts, single hob, SmarTemp™ microprocessor w/20 power cook settings & auto shut-off, self-diagnostics, LED display, internal cooling fan, s/s exterior
315	1 ea	CookTek		208-240v/50/60/1, 3000 w, 14 amps, 6' NEMA 6-20P
315	1 ea	CookTek		One year limited warranty, (nc)
316	7 ea	CookTek	MC1800	Magnawave™ Induction Range, Free-Standing Counter Model, 1800 watts, single hob, SmarTemp™ microprocessor w/20 power cook settings & auto shut-off, self-diagnostics, LED display, internal cooling fan, s/s exterior
316	7 ea	CookTek		110-120v/50/60/1, 1800 w, 15 amps, 6' NEMA 5-15P
316	7 ea	CookTek		One year limited warranty, (nc)
317	1 ea	Hobart	A120+BUILDU	Mixer (ONLY), Planetary, Bench, 12-qt. capacity, three fixed speeds, gear-driven transmission, 15 min. timer, open base, #12 taper attachment hub, manual bowl lift, 1/3 hp
317	1 ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs w/in the USA (nc)

317	1	ea	Hobart	ELE00A	115/60/1
317	1	ea	Hobart	_CTRDOM	*Domestic
317	1	ea	Hobart	AUX0NO	*W/o auxiliary i.d. plates
317	1	ea	Hobart	SWIT15	15 min timer
318	1	ea	Hobart	N50+BUILDUP	Mixer, Planetary, Bench, 5-qt. capacity, three fixed speeds, gear-driven transmission, #10 taper attachment hub, manual bowl lift, enamel housing, 1/6 hp
318	1	ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs w/in the USA (nc)
318	1	ea	Hobart		Extended 1-Yr. warranty - parts and labor performed during the normal business hours of the local service office w/in the USA (net)
318	1	ea	Hobart	ELE00D	100-120/60/1
318	1	ea	Hobart	_CTRDOM	*Domestic
318	1	ea	Hobart	_AST0NO	*W/o astm approved
318	1	ea	Hobart	BBWYES	*w/ bowl/beater/whip
319	20	ea	Rubbermd	3600	Trimeld® Ingredient Bin, mobile, 2-3/4 cu. ft., 29-1/4^L x 13-1/8^W x 28^H, w/sliding hinged lid, seamless construction, rounded corners, smooth walls, lightweight, 3^ extra wide casters front fixed & rear swivel, white base/clear lid, USDA, FDA, NSF
320	3	ea	RobotCp	R2U	Commercial Food Processor, stainless steel bowl w/handle, continuous feed kit, on/off & pulse switch, 2 plates (R209 & R211), 2-1/2 qt. capacity, 120V, 60 HZ, 7 amps, 1ph, 1/2 HP motor, 1725 RPM, 20 1/4^ x 10^ x 15 3/4^
KITCHEN 4					
Item #	Quantity	Selling Unit	Manuf.	Model	Specification
6	1	ea	Jade	JSR-6-36	Supreme 36^ Restaurant Range, gas, (6) 25,000 BTU open burners, 28^ oven with s/s liner, (2) chrome plated oven racks, s/s front & hi-shelf, painted sides, 6^ adj. s/s legs, 180,000 BTU
6	1	ea	Jade		Natural gas
6	1	ea	Jade		Convection oven lieu of standard oven, per oven
6	1	ea	Jade		Stub Back in lieu of high shelf, deduct
6	1	ea	Jade		Stainless steel sides
6	1	ea	Jade		Casters, set of four, two w/brakes
7	1	ea	Jade	JSR-12G-4-36	Supreme 36^ Restaurant Range, gas, 12^ griddle on left, (4) 25,000 BTU open burners, 28^ oven with s/s liner, (2) chrome plated oven racks, s/s front & hi-shelf, painted sides, 6^ adj. s/s legs, 154,000 BTU
7	1	ea	Jade		Natural gas
7	1	ea	Jade		Stainless steel sides
7	1	ea	Jade		Convection oven lieu of standard oven, per oven
7	1	ea	Jade		Stub Back in lieu of high shelf, deduct
7	1	ea	Jade		Casters, set of four, two w/brakes
8	1	ea	UnivStns	CUSTOM	Demo Counter Open Front Cabinet Base, stainless steel top with tapered ends, with out splash, stainless steel cabinet in (4) sections with fillers, mounted on 6^ legs, gauge, type 304 stainless steel top **VERIFY IF INTERMEDIATE SHELF IS REQUIRED AT TAPERED END.
8	2	ea	UnivStns	TAC-24	Sink Bowl Integral with Table Top, 24^ x 24^ x 12^
9	1	ea	Fisher	26123	Sierra Workboard Faucet, 8^ deck, 10^ swing spout
10	1	ft	Randell	14000	33^ X 64^ Hinged Door Utility Stand with heavy duty hinges, removable shelf for access, and 300 Series S/S. , (3) 21^ doors (1) 18^ door
10	2	ea	Randell	2ENDFIN	S/S end (each)
11	1	ft	Randell	14000	^ Hinged Door Utility Stand with heavy duty hinges, removable shelf for access, and 300 Series S/S. ,

11	2 ea		Randell	2ENDFIN	S/S end (each)
13	1 ea		ConRefr	DL2R	Designer Line Refrigerator, reach-in, two-section, self-contained refrig system, alum. exterior & interior, s/s front, standard depth cabinet, full-height s/s doors, exterior digital thermometer, 6^ s/s legs, 1/3 hp
13	1 ea		ConRefr		115v/60/1, cord & plug std, (nc)
13	1 ea		ConRefr		Self-Contained refrigeration, std. (nc)
13	1 ea		ConRefr		Standard warranty: 1 year parts and labor; 5 year compressor
13	1 ea		ConRefr		Left Door hinged on left & right door hinged on right, std. (nc)
13	1 ea		ConRefr		5^ Casters, std. (nc)
14	1 ea		ConRefr	DL2RF	Refrigerator/Freezer, reach-in, two-section, self-contained refrig system, aluminum exterior & interior, s/s front & doors, standard depth cabinet, narrow full-height doors, with exterior digital thermometer, dual 1/4 & 1/3 HP
15	1 ea		UnivStns	WMHS-1412	Hand Sink, wall mount, 14^ wide x 12^ front-to-back, 10^ deep, 16/304 stainless steel, with gooseneck spout, knee valves, includes basket drains and wall brackets
17	2 ea		Dormont	1675 KIT-48'	Gas Connector Kit, 3/4^ inside diameter, 48^ long, with coiled restraining device, full port gas valve and 90° street elbow
18	1 ea		UnivStns	CUSTOM	mobil demo mirror polish stainless steel 60^w*34d*7-10h
KITCHEN 1					
Item #	Quantity	Selling Unit	Manuf.	Model	Specification
6	1 ea		Jade	JSR-6-36	Supreme 36^ Restaurant Range, gas, (6) 25,000 BTU open burners, 28^ oven with s/s liner, (2) chrome plated oven racks, s/s front & hi-shelf, painted sides, 6^ adj. s/s legs, 180,000 BTU
6	1 ea		Jade		Natural gas
6	1 ea		Jade		Convection oven lieu of standard oven, per oven
6	1 ea		Jade		Stub Back in lieu of high shelf, deduct
6	1 ea		Jade		Stainless steel sides
6	1 ea		Jade		Castors, set of four, two w/brakes
7	1 ea		Jade	JSR-12G-4-36	Supreme 36^ Restaurant Range, gas, 12^ griddle on left, (4) 25,000 BTU open burners, 28^ oven with s/s liner, (2) chrome plated oven racks, s/s front & hi-shelf, painted sides, 6^ adj. s/s legs, 154,000 BTU
7	1 ea		Jade		Natural gas
7	1 ea		Jade		Stainless steel sides
7	1 ea		Jade		Convection oven lieu of standard oven, per oven
7	1 ea		Jade		Stub Back in lieu of high shelf, deduct
7	1 ea		Jade		Castors, set of four, two w/brakes
8	1 ea		UnivStns	CUSTOM	Demo Counter Open Front Cabinet Base, stainless steel top with tapered ends, with out splash, stainless steel cabinet in (4) sections with fillers, mounted on 6^ legs, gauge, type 304 stainless steel top **VERIFY IF INTERMEDIATE SHELF IS REQUIRED AT TAPERED END.
8	2 ea		UnivStns	TAC-24	Sink Bowl Integral with Table Top, 24^ x 24^ x 12^
9	1 ea		Fisher	26123	Sierra Workboard Faucet, 8^ deck, 10^ swing spout
10	1 ft		Randell	14000	33^ X 64^ Hinged Door Utility Stand with heavy duty hinges, removable shelf for access, and 300 Series S/S. , (3) 21^ doors, (1) 18^ door
10	2 ea		Randell	2ENDFIN	S/S end (each)
11	1 ft		Randell	14000	33^ X 64^ Hinged Door Utility Stand with heavy duty hinges, removable shelf for access, and 300 Series S/S. , (3) 21^ doors, (1) 18^ door
11	2 ea		Randell	2ENDFIN	S/S end (each)

13	1 ea	ConRefr	DL2R	Designer Line Refrigerator, reach-in, two-section, self-contained refrig system, alum. exterior & interior, s/s front, standard depth cabinet, full-height s/s doors, exterior digital thermometer, 6^ s/s legs, 1/3 hp	
13	1 ea	ConRefr		115v/60/1, cord & plug std, (nc)	
13	1 ea	ConRefr		Self-Contained refrigeration, std. (nc)	
13	1 ea	ConRefr		Standard warranty: 1 year parts and labor; 5 year compressor	
13	1 ea	ConRefr		Left Door hinged on left & right door hinged on right, std. (nc)	
13	1 ea	ConRefr		5^ Casters, std. (nc)	
14	1 ea	ConRefr	DL2RF	Refrigerator/Freezer, reach-in, two-section, self-contained refrig system, aluminum exterior & interior, s/s front & doors, standard depth cabinet, narrow full-height doors, with exterior digital thermometer, dual 1/4 & 1/3 HP	
15	1 ea	UnivStns	WMHS-1412	Hand Sink, wall mount, 14^ wide x 12^ front-to-back, 10^ deep, 16/304 stainless steel, with gooseneck spout, knee valves, includes basket drains and wall brackets	
17	2 ea	Dormont	1675 KIT-48'	Gas Connector Kit, 3/4^ inside diameter, 48^ long, with coiled restraining device, full port gas valve and 90° street elbow	
18	1 ea	UnivStns	CUSTOM	mobil demo mirror polish stainless steel 60^w*34d*7-10h	
KITCHEN 3					
Item #	Quantity	Selling Unit	Manuf.	Model	Specification
7	1 ea	Jade	JTRH-36G-36C		Titan 36^ Heavy Duty Range, gas, griddle top w/1^ thick polished steel plate, manual controls, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 135,000 BTU
7	1 ea	Jade			Natural gas
7	1 ea	Jade			3/4^ Rear connection, standard, (nc)
7	1 ea	Jade			3/4^ Gas regulator supplied w/range, (nc)
7	1 ea	Jade			Go to caster/leg options
7	1 ea	Jade			Set of four casters (2 w/brakes)
8	1 ea	Jade	JSB-36RM		Titan 36^ Salamander Broiler, gas, Range Model, infra-red type burners, counter balanced roll out grid carriage w/4 locking positions, stainless steel front, sides, bottom and reinforced riser, 35,000 BTU
8	1 ea	Jade			Natural gas
8	1 ea	Jade			Inter connecting gas line (rear gas required on range)
9	1 ea	Jade	JTRH-36G-36C		Titan 36^ Heavy Duty Range, gas, griddle top w/1^ thick polished steel plate, manual controls, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 135,000 BTU
9	1 ea	Jade			Natural gas
9	1 ea	Jade			3/4^ Rear connection, standard, (nc)
9	1 ea	Jade			3/4^ Gas regulator supplied w/range, (nc)
9	1 ea	Jade			Go to caster/leg options
9	1 ea	Jade			Set of four casters (2 w/brakes)
10	1 ea	Jade	JTRH-36G-36C		Titan 36^ Heavy Duty Range, gas, griddle top w/1^ thick polished steel plate, manual controls, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 135,000 BTU
10	1 ea	Jade			Natural gas
10	1 ea	Jade			3/4^ Rear connection, standard, (nc)
10	1 ea	Jade			3/4^ Gas regulator supplied w/range, (nc)

10	1 ea	Jade		Go to caster/leg options
10	1 ea	Jade		Set of four casters (2 w/brakes)
11	1 ea	Jade	JTRH-36G-36C	Titan 36^ Heavy Duty Range, gas, griddle top w/1^ thick polished steel plate, manual controls, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 135,000 BTU
11	1 ea	Jade		Natural gas
11	1 ea	Jade		3/4^ Rear connection, standard, (nc)
11	1 ea	Jade		3/4^ Gas regulator supplied w/range, (nc)
11	1 ea	Jade		Go to caster/leg options
11	1 ea	Jade		Set of four casters (2 w/brakes)
12	1 ea	Jade	JTRH-36G-36C	Titan 36^ Heavy Duty Range, gas, griddle top w/1^ thick polished steel plate, manual controls, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 135,000 BTU
12	1 ea	Jade		Natural gas
12	1 ea	Jade		3/4^ Rear connection, standard, (nc)
12	1 ea	Jade		3/4^ Gas regulator supplied w/range, (nc)
12	1 ea	Jade		Go to caster/leg options
12	1 ea	Jade		Set of four casters (2 w/brakes)
14	1 ea	Jade	KC-24	Chitwood Smoke Broiler, gas, 24^ counter model, ceramic briquettes, cast iron top grates, infinite manual control, CHITWOOD Smoke-Ejector system for cold smoke, s/s front, top rim & sides, 65,000 BTU
14	1 ea	Jade		Natural gas
14	1 ea	Jade		Stand, enclosed base w/drawer & door, 6^ adj. legs
14	1 ea	Jade		Casters, 4^ front two w/brake (3^ dia. wheel)
15	1 ea	Jade	JTPR-18	Titan 18^ Spreader Cabinet, open cabinet base, s/s top, front, stub back, sides & interior, 6^ s/s adj. legs, 1-1/4^ front gas manifold, 1-1/4^ rear gas connection
16	1 ea	Groen	AH/1E-80,NAT	(127373) Kettle, Nat. gas, 80-gal. cap., 2/3 jacket, 316 s/s liner, s/s insulated body, 2^ TDO, 1/4^ perf. strainer, hinged dome cover, faucet bracket, bullet feet, 115V controls, 30 PSI, 0-2000' elevation, 145,000BTU
16	1 ea	Groen		Limited 1-year parts and labor warranty (std) (no charge)
16	1 ea	Groen		2^ Tangent draw-off std. (nc)
17	7 ea	Dormont	1675 KIT-48'	Gas Connector Kit, 3/4^ inside diameter, 48^ long, with coiled restraining device, full port gas valve and 90° street elbow
20	1 ea	UnivStns	2N24-2D24	Sink, two compartment, stainless steel, w/left & right-hand drainboards, 24^ front-to-back x 24^ wide sink compartment, 12^ deep, with 9^ high splash, galvanized legs, 16/304 stainless steel, with 24^ drainboards
20	1 ea	UnivStns	SO-25-20	S/S Legs & Feet 4-20^
20	2 ea	UnivStns	USF-LDO-2.0	Twist Handle Lever Drain with Overflow, 2^ spout
20	2 ea	UnivStns		Lever Drain Bracket
21	1 ea	UnivStns	CUSTOM	13'L x 8'L x 30^W approx., L-Shaped Custom Sink, four compartment, stainless steel, w/left & right-hand drainboards, (4) 24^ front-to-back x 24^ wide sink compartment, 12^ deep, with (1) pre-rinse sink, 9^ high splash, galvanized legs, 16/304 stainless steel, with (1) 54^ right drainboard, left end finished to mount over dish machine **(Faucets NOT included)
21	1 ea	UnivStns		S/S Legs & Feet 20^
21	4 ea	UnivStns		Lever Drain Bracket

21	4 ea	UnivStns	USF-LDO-2.0	Twist Handle Lever Drain with Overflow, 2^ spout
21	1 ea	UnivStns		Perforated Scrap Basket w/ handles
21	1 ea	UnivStns	FI-2210	Prerinse Wall Mount, (includes wall bracket)
21	1 ea	UnivStns	FI-3253	Splash Mount Faucet, 8^ center & 12^ spout, heavy duty
21	1 ea	UnivStns	DTO-10	Stainless steel scrap basket w/slides, fits 20^ x 20^ x 8^ pre-rinse bowl,
22	1 ea	UnivStns	CDT-4-RL	Dishtable, clean, stainless steel top, straight, right-to-left, 9^ high splash, stainless steel open frame pipe base, with stainless steel crossrail, 48^ long, 16/304 stainless steel
23	1 ea	Fisher	34398	Pre-Rinse Unit, 8^ adj. wall mount, spring style, wall bracket, add-on faucet w/12^ spout
24	1 ea	Fisher	2210-WB	Pre-Rinse Assembly, wall-mounted mixing valve, 8^ adj. centers, with spring action flexible gooseneck, with spray head (2.6 GPM), with wall bracket
25	2 ea	Fisher	3253	Faucet, wall/backsplash mount, 8^ adjustable centers, 12^ swing spout, 1/2^ inlets
26	1 ea	Fisher	8253	Faucet, service sink, 1/2^ inlet, long spout and vacuum breaker, polished chrome
27	3 ea	Fisher	4231	Pot Filler Faucet, splash-mounted mixing faucet, 8^ adjustable centers, double-joint spout, 24^ long, with insulated off-on control valve at outlet, 1/2^ inlets
28	1 ea	CMADish	C	Energy Miser Dishwasher, door type, 25-3/4^ W, low temperature chemical sanitizing w/priming switches, top mounted controls, auto ^start/stop^, corner design, 37 racks/hour, delimer switch, scrap accumulator, s/s constr.
28	1 ea	CMADish		115v/60/1-ph, 13.0 amps
28	1 ea	CMADish		Factory installed CMA-Temp-Sure (self contained 12 kw heater)
33	1 ea	UnivStns	WMHS-1412	Hand Sink, wall mount, 14^ wide x 12^ front-to-back, 10^ deep, 16/304 stainless steel, with gooseneck spout, knee valves, includes basket drains and wall brackets
35	6 ea	UnivStns	CUSTOM	Work Table, stainless steel top, 54^ wide top, without splash, 96^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
36	1 ea	UnivStns	8SLSB-30	Work Table, stainless steel top, 30^ wide top, with splash at rear only, 96^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
38	1 ea	UnivStns	PR-WD-144-S	Pot Rack, wall-mounted, double bar design, 144^ long, with stainless steel double hooks, constructed of 3/16^ x 2^ stainless steel
39	1 ea	UnivStns	TSD-9614	Shelf, table-mounted, double deck, 14^ wide, 8 feet long, 16 gauge 304 stainless steel
40	1 ea	UnivStns	TSD-9614	Shelf, table-mounted, double deck, 14^ wide, 8 feet long, 16 gauge 304 stainless steel
43	1 ea	ConRefr	DL2R	Designer Line Refrigerator, reach-in, two-section, self-contained refrig system, alum. exterior & interior, s/s front, standard depth cabinet, full-height s/s doors, exterior digital thermometer, 6^ s/s legs, 1/3 hp
43	1 ea	ConRefr		115v/60/1
43	1 ea	ConRefr		Standard warranty: 1 year parts and labor; 5 year compressor
43	0 ea	ConRefr		**Verify if half doors are required.
44	1 ea	ConRefr	DL2R	Designer Line Refrigerator, reach-in, two-section, self-contained refrig system, alum. exterior & interior, s/s front, standard depth cabinet, full-height s/s doors, exterior digital thermometer, 6^ s/s legs, 1/3 hp
44	1 ea	ConRefr		115v/60/1
44	1 ea	ConRefr		Standard warranty: 1 year parts and labor; 5 year compressor
44	0 ea	ConRefr		**Verify if half doors are required.
51	4 ea	AL	S4-74-2472V	Wire Shelving Starter Unit, (4) 24^W x 72^L wire shelves, (4) 74^H posts, gray epoxy finish
52	3 ea	AL	2460Z74	Wire Shelving Unit, (4) 24^W x 60^L shelves, (4) 74^ two-piece posts, zinc finish, (in one box)
52	2 ea	AL	S4-74-2472Z	Wire Shelving Starter Unit, (4) 24^W x 72^L wire shelves, (4) 74^H posts, zinc finish

53	4 ea	NewAge	1290A	Pan Rack, mobile, full height, enclosed cabinet, w/slides for (40) 18^x26^ pans, slides on 1-1/2^ centers, all welded aluminum construction, front loading, (4) 5^ platform swivel casters	
54	4 ea	NewAge	1361	Pan Rack, mobile, 3/4 height, open sides, with channels for 18^x26^ pans, slides on approximately 3^ centers, all welded aluminum construction, end loading, (4) 5^ platform type swivel casters	
55	1 ea	Univex	8512	Max™ Slicer, heavy duty, angle feed, automatic, 12^ diameter knife, cast aluminum base, gear-driven blade assembly, built-in sharpener, 1/2 HP motor	
55	1 ea	Univex		115v, 60 hz, 1ph (n/c)	
56	1 ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl	
56	1 ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)	
57	1 ea	RobotCp	R2UB	Commercial Food Processor, stainless steel bowl w/handle, on/off & pulse switch, 2 1/2 qt., 120V, 60 HZ, 7 amps, 1ph, 1/2 HP motor, 1725 RPM, 20 1/4^ x 10^ x 15 3/4^	
64	1 ea	UnivStns	CUSTOM	mobil demo mirrow polish stainless steel 60^w*34d*7-10h	
KITCHEN 2					
Item #	Quantity	Selling Unit	Manuf.	Model	Specification
106	1 ea	Jade	JTRH-6-36C	Titan 36^ Heavy Duty Range, gas, (6) 12^ 30,000 BTU open burners, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 210,000 BTU	
106	1 ea	Jade		Natural gas	
106	1 ea	Jade		3/4^ Rear connection, standard, (nc)	
106	1 ea	Jade		3/4^ Gas regulator supplied w/range, (nc)	
106	1 ea	Jade		Set of four casters (2 w/brakes)	
107	1 ea	Jade	JSB-36RM	Titan 36^ Salamander Broiler, gas, Range Model, infra-red type burners, counter balanced roll out grid carriage w/4 locking positions, stainless steel front, sides, bottom and reinforced riser, 35,000 BTU	
107	1 ea	Jade		Natural gas	
107	1 ea	Jade		Inter connecting gas line (rear gas required on range)	
108	1 ea	Jade	JTRH-3ST-36C	Titan 36^ Heavy Duty Range, gas, (3) 30,000 BTU open front burners, (3) rear hot tops, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 165,000 BTU	
108	1 ea	Jade		Natural gas	
108	1 ea	Jade		3/4^ Rear connection, standard, (nc)	
108	1 ea	Jade		3/4^ Gas regulator supplied w/range, (nc)	
108	1 ea	Jade		Go to caster/leg options	
108	1 ea	Jade		Set of four casters (2 w/brakes)	
109	1 ea	Jade	JTRH-6-36C	Titan 36^ Heavy Duty Range, gas, (6) 12^ 30,000 BTU open burners, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 210,000 BTU	
109	1 ea	Jade		Natural gas	
109	1 ea	Jade		3/4^ Rear connection, standard, (nc)	
109	1 ea	Jade		3/4^ Gas regulator supplied w/range, (nc)	
109	1 ea	Jade		Go to caster/leg options	
109	1 ea	Jade		Set of four casters (2 w/brakes)	

110	1 ea	Jade	JTRH-6-36C	Titan 36^ Heavy Duty Range, gas, (6) 12^ 30,000 BTU open burners, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 210,000 BTU
110	1 ea	Jade		Natural gas
110	1 ea	Jade		3/4^ Rear connection, standard, (nc)
110	1 ea	Jade		3/4^ Gas regulator supplied w/range, (nc)
110	1 ea	Jade		Go to caster/leg options
110	1 ea	Jade		Set of four casters (2 w/brakes)
111	1 ea	Jade	JTRH-6-36C	Titan 36^ Heavy Duty Range, gas, (6) 12^ 30,000 BTU open burners, convection oven base with s/s oven liner, 2 chrome plated oven racks, s/s front, sides & stub back, 6^ high s/s legs, 210,000 BTU
111	1 ea	Jade		Natural gas
111	1 ea	Jade		3/4^ Rear connection, standard, (nc)
111	1 ea	Jade		3/4^ Gas regulator supplied w/range, (nc)
111	1 ea	Jade		Go to caster/leg options
111	1 ea	Jade		Set of four casters (2 w/brakes)
112	1 ea	Jade	KC-24	Chitwood Smoke Broiler, gas, 24^ counter model, ceramic briquettes, cast iron top grates, infinite manual control, CHITWOOD Smoke-Ejector system for cold smoke, s/s front, top rim & sides, 65,000 BTU
112	1 ea	Jade		Natural gas
112	1 ea	Jade		Stand, enclosed base w/drawer & door, 6^ adj. legs
112	1 ea	Jade		Casters, 4^ front two w/brake (3^ dia. wheel)
114	2 ea	Jade	JTPR-18	Titan 18^ Spreader Cabinet, open cabinet base, s/s top, front, stub back, sides & interior, 6^ s/s adj. legs, 1-1/4^ front gas manifold, 1-1/4^ rear gas connection
114	2 ea	Jade		Go to caster/leg options
114	2 ea	Jade		Set of four casters (2 w/brakes)
115	2 ea	Jade	JTPR-12	Titan 12^ Spreader Cabinet, open cabinet base, s/s top, front, stub back, sides & interior, 6^ s/s adj. legs, 1-1/4^ front gas manifold, 1-1/4^ rear gas connection
115	1 ea	Jade		Go to caster/leg options
115	2 ea	Jade		Set of four casters (2 w/brakes)
116	5 ea	Dormont	1675 KIT-48'	Gas Connector Kit, 3/4^ inside diameter, 48^ long, with coiled restraining device, full port gas valve and 90° street elbow
117	1 ea	Groen	AH/1E-80,NAT	(127373) Kettle, Nat. gas, 80-gal. cap., 2/3 jacket, 316 s/s liner, s/s insulated body, 2^ TDO, 1/4^ perf. strainer, hinged dome cover, faucet bracket, bullet feet, 115V controls, 30 PSI, 0-2000' elevation, 145,000BTU
117	1 ea	Groen		Limited 1-year parts and labor warranty (std) (no charge)
118	1 ea	Groen	2-C/2-20GFBN	(138829) Convection Combo™ Steamer/Oven, Nat.gas, double stack, floor model on stand, w/pressureless conv. steamer, cook/hold w/probe, cap.(18) 18^x26^ pans/comp., s/s constr., glass door, left-hand hinge, w/bullet feet, 0-2000' elev., 190,000BTU
118	1 ea	Groen	139025	PureSteam™ Water Treatment System-head, filter cartridge, and treatment blend cartridge (required for extended warranty)
118	1 ea	Groen		TWO-YEAR Boiler or steam generator warranty with purchase & maintance of PureSteam™ water filtration system (nc)

120	1 ea	UnivStns	2N24-2D24	Sink, two compartment, stainless steel, w/left & right-hand drainboards, 24^ front-to-back x 24^ wide sink compartment, 12^ deep, with 9^ high splash, galvanized legs, 16/304 stainless steel, with 24^ drainboards
120	1 ea	UnivStns	SO-25-20	S/S Legs & Feet 4-20^
120	2 ea	UnivStns	USF-LDO-2.0	Twist Handle Lever Drain with Overflow, 2^ spout
120	2 ea	UnivStns		Lever Drain Bracket
121	1 ea	UnivStns	CUSTOM	84^L x 20^6^L x 30^W approx., L-Shaped Custom Sink, four compartment, stainless steel, w/left & right-hand drainboards, (1) 24^ front-to-back x 30^ wide sink compartment, (3) 24^ front-to-back x 24^ wide sink compartment, 12^ deep, with (1) pre-rinse sink, 9^ high splash, galvanized legs, 16/304 stainless steel, right end finished to mount over dish machine **(Faucets NOT included)
121	1 ea	UnivStns		S/S Legs & Feet 20^
121	4 ea	UnivStns		Lever Drain Bracket
121	4 ea	UnivStns	USF-LDO-2.0	Twist Handle Lever Drain with Overflow, 2^ spout
121	1 ea	UnivStns		Perforated Scrap Basket w/ handles
121	1 ea	UnivStns	FI-2210	Prerinse Wall Mount, (includes wall bracket)
121	1 ea	UnivStns	FI-3253	Splash Mount Faucet, 8^ center & 12^ spout, heavy duty
121	1 ea	UnivStns	DTO-10	Stainless steel scrap basket w/slides, fits 20^ x 20^ x 8^ pre-rinse bowl,
122	1 ea	UnivStns	CDT-54-LR	Dishtable, clean, stainless steel top, straight, left-to-right, 9^ high splash, stainless steel open frame pipe base, with stainless steel crossrail, 54^ long, 16/304 stainless steel
123	1 ea	Fisher	34398	Pre-Rinse Unit, 8^ adj. wall mount, spring style, wall bracket, add-on faucet w/12^ spout
124	1 ea	Fisher	2210-WB	Pre-Rinse Assembly, wall-mounted mixing valve, 8^ adj. centers, with spring action flexible gooseneck, with spray head (2.6 GPM), with wall bracket
125	1 ea	Fisher	3253	Faucet, wall/backsplash mount, 8^ adjustable centers, 12^ swing spout, 1/2^ inlets
126	1 ea	Fisher	8253	Faucet, service sink, 1/2^ inlet, long spout and vacuum breaker, polished chrome
127	3 ea	Fisher	4231	Pot Filler Faucet, splash-mounted mixing faucet, 8^ adjustable centers, double-joint spout, 24^ long, with insulated off-on control valve at outlet, 1/2^ inlets
128	1 ea	CMADish	C	Energy Miser Dishwasher, door type, 25-3/4^ W, low temperature chemical sanitizing w/priming switches, top mounted controls, auto ^start/stop^, corner design, 37 racks/hour, delimer switch, scrap accumulator, s/s constr.
128	1 ea	CMADish		115v/60/1-ph, 13.0 amps
128	1 ea	CMADish		Factory installed CMA-Temp-Sure (self contained 12 kw heater)
133	1 ea	UnivStns	WMHS-1412	Hand Sink, wall mount, 14^ wide x 12^ front-to-back, 10^ deep, 16/304 stainless steel, with gooseneck spout, knee valves, includes basket drains and wall brackets
135	1 ea	UnivStns	CUSTOM	Work Table, stainless steel top, 54^ wide top, without splash, 96^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
136	1 ea	UnivStns	CUSTOM	Work Table, stainless steel top, 54^ wide top, without splash, 72^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
137	8 ea	UnivStns	8SLS-30	Work Table, stainless steel top, 30^ wide top, without splash, 96^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
138	2 ea	UnivStns	7SLSB-30	Work Table, stainless steel top, 30^ wide top, with splash at rear only, 84^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
139	1 ea	UnivStns	5SLSB-30-MO	Work Table, stainless steel top, 30^ wide top, with splash at rear only, 60^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top **24^ working height

142	2	ea	UnivStns	7SLSB-30	Work Table, stainless steel top, 30^ wide top, with splash at rear only, 84^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top
143	1	ea	UnivStns	5SLSB-30-MO	Work Table, stainless steel top, 30^ wide top, with splash at rear only, 60^ long, w/fixed s/s undershelf, stainless steel frame, 16 gauge, type 304 stainless steel top **24^ working height
153	5	ea	AL	S4-74-2472V	Wire Shelving Starter Unit, (4) 24^W x 72^L wire shelves, (4) 74^H posts, gray epoxy finish
154	3	ea	AL	S4-74-2472Z	Wire Shelving Starter Unit, (4) 24^W x 72^L wire shelves, (4) 74^H posts, zinc finish
155	9	ea	NewAge	1290A	Pan Rack, mobile, full height, enclosed cabinet, w/slides for (40) 18^x26^ pans, slides on 1-1/2^ centers, all welded aluminum construction, front loading, (4) 5^ platform swivel casters
157	2	ea	UnivStns	WSU-9614	Shelf, wall-mounted, 16 gauge 304 stainless steel, 14^ wide, 8 feet long
158	2	ea	UnivStns	TSD-8414	Shelf, table-mounted, double deck, 14^ wide, 7 feet long, 16 gauge 304 stainless steel
158	1	ea	UnivStns	TSD-6014	Shelf, table-mounted, double deck, 14^ wide, 5 feet long, 16 gauge 304 stainless steel
159	2	ea	UnivStns	TSD-8414	Shelf, table-mounted, double deck, 14^ wide, 7 feet long, 16 gauge 304 stainless steel
159	1	ea	UnivStns	TSD-6014	Shelf, table-mounted, double deck, 14^ wide, 5 feet long, 16 gauge 304 stainless steel
160	1	ea	UnivStns	PR-WD-CUSTC	Pot Rack, wall-mounted, double bar design, 168^ long, with stainless steel double hooks, constructed of 3/16^ x 2^ stainless steel
162	1	ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl
162	1	ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)
163	1	ea	RobotCp	R2UB	Commercial Food Processor, stainless steel bowl w/handle, on/off & pulse switch, 2 1/2 qt., 120V, 60 HZ, 7 amps, 1ph, 1/2 HP motor, 1725 RPM, 20 1/4^ x 10^ x 15 3/4^
164	1	ea	Univex	8512	Max™ Slicer, heavy duty, angle feed, automatic, 12^ diameter knife, cast aluminum base, gear-driven blade assembly, built-in sharpener, 1/2 HP motor
164	1	ea	Univex		115v, 60 hz, 1ph (n/c)
165	1	ea	ConRefr	DL2R	Designer Line Refrigerator, reach-in, two-section, self-contained refrig system, alum. exterior & interior, s/s front, standard depth cabinet, full-height s/s doors, exterior digital thermometer, 6^ s/s legs, 1/3 hp
165	1	ea	ConRefr		115v/60/1
165	1	ea	ConRefr		Standard warranty: 1 year parts and labor; 5 year compressor
166	1	ea	UnivStns	CUSTOM	mobil demo mirror polish stainless steel 66^w*34d*7-10h
168	1	ea	Hobart	A200-5002B	Mixer, Planetary, Bench, 20-qt. capacity, three fixed speed, gear-driven transmission, 15 min. timer, #12 taper attachment hub, manual bowl lift, s/s bowl, aluminum ^B^ beater & s/s ^D^ wire whip, s/s bowl guard, 115/60/1, 1/2 hp, cord w/pl
168	1	ea	Hobart		1-Yr. parts, labor & travel time during normal working hrs (nc)
169	1	ea	RobotCp	R2UB	Commercial Food Processor, stainless steel bowl w/handle, on/off & pulse switch, 2 1/2 qt., 120V, 60 HZ, 7 amps, 1ph, 1/2 HP motor, 1725 RPM, 20 1/4^ x 10^ x 15 3/4^
172	1	ea	Fisher	8253	Faucet, service sink, 1/2^ inlet, long spout and vacuum breaker, polished chrome
DISH ROOM (5 FLOOR)					
Item #	Quantity	Selling Unit	Manuf.	Model	Specification
1	1	ea	UnivStns	CUSTOM	13'L, Sink, four compartment, stainless steel, w/left & right-hand drainboards, (4) 24^ front-to-back x 24^ wide sink compartment, 12^ deep, with 9^ high splash, galvanized legs, 16/304 stainless steel, with left end finished to mount on dishwasher, **(Faucets NOT included)
1	1	ea	UnivStns		S/S Legs & Feet 20^
1	4	ea	UnivStns		Lever Drain Bracket
1	4	ea	UnivStns	USF-LDO-2.0	Twist Handle Lever Drain with Overflow, 2^ spout

1	1 ea	UnivStns		Perforated Scrap Basket w/ handles
2	1 ea	Fisher	2210-WB	Pre-Rinse Assembly, wall-mounted mixing valve, 8^ adj. centers, with spring action flexible gooseneck, with spray head (2.6 GPM), with wall bracket
2	1 ea	Fisher	2801	Add-On Faucet, for swivel control valves, 10^ swing spout, swivel outlet
3	1 ea	Fisher	13269	Faucet, wall/backsplash mount, 8^ C.C., 12^ long swing spout, 1/2^ inlets
4	1 ea	Fisher	2445	Faucet, Service Sink, short spout & vacuum breaker, 1/2^ inlet, polished chrome
5	1 ea	CMADish	C	Energy Miser Dishwasher, door type, 25-3/4^ W, low temperature chemical sanitizing w/priming switches, top mounted controls, auto ^start/stop^, corner design, 37 racks/hour, delimer switch, scrap accumulator, s/s constr.
5	1 ea	CMADish		115v/60/1-ph, 13.0 amps
5	1 ea	CMADish		Field installed CMA-Temp-Sure (self contained 12 kw heater)
8	1 ea	UnivStns	CDT-42-RL	Dishtable, clean, stainless steel top, straight, right-to-left, 9^ high splash, stainless steel open frame pipe base, with stainless steel crossrail, 42^ long, 16/304 stainless steel **VERIFY QTY.
9	1 ea	UnivStns	CUSTOM	Dishtable, clean, stainless steel top, straght, right-to-left, 9^ high splash, stainless steel open frame pipe base, with stainless steel crossrail, 42^ long, 16/304 stainless steel.
12	1 ea	Manitowc	QY-1804A	Ice Maker, cube-style, air-cooled, self-contained condenser, up to 1880-lb production/24 hrs, stainless steel finish, half-dice size cubes
12	1 ea	Manitowc		208-230V/60/1ph
12	1 ea	Manitowc	AUCSA	AuCS Automatic Cleaning System, assembly does not include cleaner or sanitizer
14	1 ea	Follett	SG-1300-48	48^w*39^d*64.5^h ss exterior ice bin
15	1 ea	Manitowc	TRI-L-20NH	Tri-Liminator Two Primary Filter Assembly, for series 800 through 1800
15	1 ea	Manitowc	K-00139	Ice deflector required for Q-1300, Q-1600 or Q-1800 on F-style or non-Manitowoc bin

Audio / Visual Resources

Classroom 2

1 overhead projector
1 lavalier microphone
1 PC
2 LCD displays

Classroom 3

1 overhead projector
1 lavalier microphone
1 PC
2 LCD displays

Classroom 4

1 overhead projector
1 lavalier microphone
1 PC
2 LCD displays

Classroom 5

1 overhead projector
1 lavalier microphone
1 PC
2 LCD displays

Kitchen 1

2 LCD displays

Kitchen 4

2 LCD displays

Kitchen 5

1 CRT display

Kitchen 6

1 CRT display

Kitchen 7

1 CRT display

Kitchen 8

1 CRT display

Student Resource Center

22 PC's
1 overhead projector

Student Hallway

2 LCD Digital Signage Displays
12 PC's

Faculty

Each issued 1 iPad for teaching & grading



**LE CORDON BLEU
COLLEGE OF CULINARY ARTS
AND
CALIFORNIA CULINARY
ACADEMY**

2013 - 2014 CATALOG



LE CORDON BLEU®

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This catalog is current as of the time of publication. From time to time, it may be necessary or desirable for Le Cordon Bleu to make changes to this catalog due to the requirements and standards of the school's accrediting body, state licensing agency or U.S. Department of Education, or due to market conditions, employer needs or other reasons. Le Cordon Bleu College of Culinary Arts and California Culinary Academy reserve the right to make changes at any time to any provision of this catalog, including the amount of tuition and fees, academic programs and courses, school policies and procedures, faculty and administrative staff, the school calendar and other dates, and other provisions.

Le Cordon Bleu College of Culinary Arts and California Culinary Academy also reserve the right to make changes in equipment and instructional materials, to modify curriculum and to combine or cancel classes.

PHOTOGRAPHS

While not all photographs in this publication were taken at Le Cordon Bleu College of Culinary Arts or California Culinary Academy, they do accurately represent the general type and quality of equipment and facilities found at Le Cordon Bleu College of Culinary Arts and California Culinary Academy. All photographs of the physical facilities of any of the institutions are captioned to identify the particular institution depicted.

Effective Date: January 2013 - January 2014

Publication Date: January 2013

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LE CORDON BLEU IN NORTH AMERICA



Chef Ferdinand Metz

MESSAGE FROM THE MASTER CHEFS

It's a new decade and a new opportunity to nourish the creative passions of our students. At Le Cordon Bleu, we recognize that our students need more than a well-rounded education in order to pursue success in today's competitive world. They desire the sense of accomplishment that comes through constant practice, refinement and exposure to new experiences.

Our schools are affiliated with Le Cordon Bleu international schools located across 5 continents, including the original Le Cordon Bleu School in Paris. Le Cordon Bleu is dedicated to preserving and passing on the mastery and appreciation of the culinary arts. Each year, over 20,000 students who attend one of the Le Cordon Bleu family of schools worldwide receive hands-on training and unrivalled experiences in culinary arts, pâtisserie and baking arts, and hospitality and restaurant management. Our philosophy of pursuing excellence is one that remains strong. Whether you plan to move on to restaurants, hotels or other venues in the hospitality and foodservice industry, Le Cordon Bleu will encourage you to strive for your best, so that you can follow your passion towards achieving whatever you set out to do.

Le Cordon Bleu fosters a unique multi-cultural and educational environment, encouraging you to learn and grow in the lessons you undertake in the fundamentals of classical cooking. It is our privilege to be able to give students from all walks of life the opportunity to overcome your toughest challenges and embrace your creative passion, while working alongside our dedicated professional chefs. We're delighted to provide an environment that encourages students with unparalleled facilities and with a focus on your ability to pursue great things upon graduation.

We invite you to share our knowledge and look forward to working with you as you challenge yourself and explore where your passion can take you.

(b)(6)

Chef Ferdinand Metz, CMC, WCMC, AAC
Executive Dean, Le Cordon Bleu

(b)(6)

Chef Edward G. Leonard, CMC, WGMC, AAC
Vice President/Corporate Executive Chef, Le Cordon Bleu



Chef Edward G. Leonard

LE CORDON BLEU – AN INTERNATIONAL PASSPORT SINCE 1895

HISTORY OF LE CORDON BLEU

Few institutions of any kind possess the prestigious reputation of Le Cordon Bleu. This internationally renowned culinary arts school is synonymous with expertise, innovation, tradition, and refinement – qualities that are meticulously nurtured by Le Cordon Bleu.

The Rich Heritage of Le Cordon Bleu

The name “Cordon Bleu” (meaning Blue Ribbon) is rich with history and heritage. It has been synonymous with excellence since 1578, when King Henry III created the “L’Ordre des Chevaliers du Saint Esprit” (The Order of the Holy Spirit). It was the most exclusive order in France until 1789. Because the members, royalty included, were awarded with the Cross of the Holy Spirit, which hung from a blue ribbon, they were called “Cordon Bleus”. The sumptuous banquets which accompanied their award ceremonies became legendary.

In 1895, Marthe Distel, a French journalist, founded a weekly culinary publication entitled “La Cuisinière Cordon Bleu,” which was published over the next seventy years and became the basis and reference for what is now perhaps one of the largest recipe collections in the world. It contributed to the codification of French Cuisine and in essence established some of the guiding principles of Le Cordon Bleu: informative demonstrations, hands-on teaching by experienced instructors, fine ingredients, and foundational techniques.

Following the popularity of the publication, the first Le Cordon Bleu School officially opened its doors as a culinary school in Paris in 1895. The first Cordon Bleu cooking class was held on January 14, 1896, in the Palais Royal. From the beginning, celebrated Chefs of the time came to teach at Le Cordon Bleu in Paris, including the legendary Chef Henri-Paul Pellaprat. The cooking classes were an immediate success. The reputation of the school spread rapidly worldwide. Students in the United States have been able to locally participate in Le Cordon Bleu inspired cooking courses since 1998 and share in this rich heritage.

Today, there are 30 Le Cordon Bleu schools worldwide, spanning 5 continents, including 16 campuses throughout the United States, each with students and alumni from culturally diverse backgrounds. Le Cordon Bleu in North America ushers in a new educational era in culinary arts, pâtisserie and baking, and hospitality & restaurant management that combines classical European techniques with contemporary American technology and training. As a result, students are afforded opportunities to acquire the knowledge and skills necessary in the culinary, pastry and baking, and hospitality world.

As a testament to their accomplishment, graduates will receive a coveted Le Cordon Bleu Diplôme, in addition to the specialized degree, diploma or certificate awarded by Le Cordon Bleu.



ABOUT LE CORDON BLEU

MESSAGE FROM THE PRESIDENTS

Imagine yourself working in the culinary or hospitality industry; an industry characterized by passion, creativity, drive and determination.

Now, don't just imagine it. Make it a reality with Le Cordon Bleu training at Le Cordon Bleu College of Culinary Arts or California Culinary Academy, where the classic culinary curriculum of Le Cordon Bleu is combined with modern American technology and training.

At Le Cordon Bleu, you will train in our facility with experienced and supportive chef instructors, faculty, and staff. Our broad and challenging hands-on curriculum draws on Le Cordon Bleu's century-old tradition of immersion in the culinary and hospitality world and instruction that emphasizes demonstration followed by practical application. By studying this curriculum, you will have the opportunity to learn the skills you need effectively and efficiently, so that when you complete the program, you will be prepared to pursue a career in the culinary or hospitality industries. You will find that our dedicated Career Services department will be an invaluable aid for your search to find career opportunities.

To put it simply, our only purpose is to help you reach your career goals. We are a student-centered institution, and we are very proud of that commitment. I hope you will join us at Le Cordon Bleu College of Culinary Arts or California Culinary Academy – a Le Cordon Bleu campus. Together, we can work toward fulfilling your goal of joining the culinary or hospitality industry.

MISSION AND OBJECTIVES

Le Cordon Bleu College of Culinary Arts and California Culinary Academy are institutions of higher learning for students who share a passion for the culinary and hospitality arts. We are dedicated to providing quality career education that integrates the classic culinary

curriculum of Le Cordon Bleu in combination with modern technology and innovation in global cuisine.

Objectives:

- To provide a creative and supportive community guided by knowledgeable chef instructors, faculty and staff; a community where you can immerse yourself in the culinary or hospitality arts in order to develop skills by watching chef demonstrations and then performing the same tasks yourself.
- To provide you the opportunity to spend time in industry-equipped kitchens working alongside chef instructors and learning the skills necessary to explore your passion and pursue your goal of a career in the culinary or hospitality industry.
- To introduce you to various techniques and expose you to the preparation of international cuisine throughout your training.
- To provide you the theoretical foundation and technical skills that can be applied to the preparation of many cuisines.
- To offer a dedicated Career Services department to assist you and support you in your career aspiration to help you achieve your goal of a career in the culinary or hospitality industries.

INTEGRITY STATEMENT

Academic integrity is a basic guiding principle for all educational activities at Le Cordon Bleu College of Culinary Arts and California Culinary Academy, and all members of the community are expected to adhere to this principle. Specifically, academic integrity is the pursuit of educational activity in an open, honest, and responsible manner. It includes a commitment not to engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts violate the fundamental ethical principles of the Le Cordon Bleu College of

Culinary Arts and California Culinary Academy community and the Culinarian's Code and undermine the efforts of others.

Honor and integrity are essential ingredients of our academic programs. We will be guided by the quest for truth. We maintain that trust fosters a free exchange of ideas. We respect each individual's ideas and opinions and endeavor to foster an atmosphere of fairness, equality, and responsibility.

HISTORY

(ACCSC Accredited Campuses)

California Culinary Academy

At California Culinary Academy, we've been creating culinary excellence for over 30 years. One of the West's first culinary arts schools, we've been committed to providing high standards of culinary and pâtisserie arts training since 1977. Our Le Cordon Bleu culinary programs are designed to help students pursue their passions and prepare for professional careers in the culinary, pâtisserie and baking, and restaurant industry.

Le Cordon Bleu College of Culinary Arts in Las Vegas

Le Cordon Bleu College of Culinary Arts in Las Vegas was established in January, 2003 to bring a renowned culinary curriculum to the Las Vegas area, a city with a booming culinary and hospitality industry. The College's association with Le Cordon Bleu represents a union of one of the finest in European and North American culinary arts training programs available today, resulting in a world-class institution as well as a comprehensive, challenging and hands-on education.

Le Cordon Bleu College of Culinary Arts in Miami

Le Cordon Bleu College of Culinary Arts in Miami was established in September 2003 to bring Le Cordon Bleu Culinary Arts program to the Miami/Fort Lauderdale area. The first students



began classes in May 2004. The College's association with Le Cordon Bleu Culinary Arts Paris represents a union of the finest in European and North American culinary arts training programs available today, resulting in an innovative institution as well as a comprehensive, challenging and hands-on education. In January 2010, the college changed its name to Le Cordon Bleu College of Culinary Arts.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Le Cordon Bleu College of Culinary Arts, formerly known as Scottsdale Culinary Institute, created through the vision of Elizabeth Sherman Leite in 1986, combined her educational background, experience, and zeal for properly prepared cuisine. Le Cordon Bleu College of Culinary Arts rapidly built an international reputation of excellence drawing students from throughout the United States and around the world. In 1998, Le Cordon Bleu College of Culinary Arts proudly joined the Career Education Corporation (CEC) family, building a network of career schools internationally recognized for the quality of education and ability to place graduating students in positions within their chosen fields. In 1999, Le Cordon Bleu arrived in the United States. Its partnership with Le Cordon Bleu College of Culinary Arts combines classical French techniques with modern American technology. This union ushered in a new era of culinary arts in the world.

FACULTY

Our faculty members are the keystone of Le Cordon Bleu College of Culinary Arts and California Culinary Academy's quality. Members of the faculty bring industry or professional experience to the classroom. Through our faculty's guidance and instruction, you will be introduced to theoretical, practical and creative applications that will help you succeed in the culinary or hospitality industry.

Le Cordon Bleu College of Culinary Arts and California Culinary Academy faculty members are dedicated to academic achievement, professional education, individual attention, and to helping you prepare for your chosen

career and reach your potential. In essence, they practice what they teach. A listing of our faculty may be found in the addendum to this catalog.

ACCREDITATION AND AFFILIATIONS

ACICS

Accredited by the Accrediting Council for Independent Colleges and Schools to award Certificates, Diplomas, Associate Degrees and Bachelor's Degrees.

Accrediting Council for Independent Colleges and Schools

750 First Street, NE Suite 980
Washington, DC 20002-4241
(202) 336-6780

The Accrediting Council for Independent Colleges and Schools is listed as a nationally recognized accrediting agency by the United States Department of Education and is recognized by the Council for Higher Education Accreditation.

California Culinary Academy

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Atlanta

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Las Vegas

Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Culinary Arts ED00001771

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Los Angeles

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Miami

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts

Associate in Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Orlando

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Portland

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Sacramento

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Scottsdale

Bachelor of Arts Degree in Le Cordon Bleu Culinary Management

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Pâtisserie & Baking

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Operations

Associate of Occupational Studies Degree in Le Cordon Bleu Hospitality & Restaurant Management

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Seattle

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in St. Louis

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

ACCSC – MAIN CAMPUSES

California Culinary Academy, Le Cordon Bleu College of Culinary Arts in Scottsdale

Accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

Accrediting Commission of Career Schools and Colleges
2101 Wilson Blvd. / Suite 302
Arlington, VA 22201
(703) 247-4212

The Accrediting Commission of Career Schools and Colleges is listed by the U.S. Department of Education as a nationally recognized accrediting agency.

ACCSC – BRANCH CAMPUSES

Le Cordon Bleu College of Culinary Arts in Las Vegas

Accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC) as a branch location of Le Cordon Bleu College of Culinary Arts in Scottsdale, AZ.

Le Cordon Bleu College of Culinary Arts in Miami

Accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC) as a branch location of Le Cordon Bleu College of Culinary Arts in Scottsdale, AZ.

ACFEFAC

Programmatically accredited by the American Culinary Federation Education Foundation Accrediting Commission.

American Culinary Federation Education Foundation Accrediting Commission
180 Center Place Way, St. Augustine, FL 32095
(904) 824-4468
www.acfchefs.org

Accreditation by American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) assures that a program is meeting at least a minimum of standards and competencies set for faculty, curriculum and student services.

Le Cordon Bleu College of Culinary Arts in Atlanta

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts
Expiration: 6/30/2018

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie & Baking
Expiration: 6/30/2016

Certificate in Le Cordon Bleu Culinary Arts
Expiration: 6/30/2018

Certificate in Le Cordon Bleu Pâtisserie & Baking
Expiration: 6/30/2016

California Culinary Academy

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts
Expiration: 6/30/2018

Certificate in Le Cordon Bleu Culinary Arts
Expiration: 6/30/2018

Le Cordon Bleu College of Culinary Arts in Las Vegas

Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts
Expiration: 6/30/2018

**Le Cordon Bleu College of Culinary Arts in Los Angeles**

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts
Expiration: 6/30/2016

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking
Expiration: 6/30/2016

Diploma in Le Cordon Bleu Culinary Arts
Expiration Date: 6/30/2016

Diploma in Le Cordon Bleu Pâtisserie & Baking
Expiration Date: 6/30/2016

Le Cordon Bleu College of Culinary Arts in Miami

Associate in Science Degree in Le Cordon Bleu Culinary Arts
Expiration: 6/30/2014

Diploma in Le Cordon Bleu Culinary Arts
Expiration: 6/30/2014

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts
Expiration: 6/30/2017

Associate in Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking
Expiration: 6/30/2017

Certificate in Le Cordon Bleu Culinary Arts
Expiration: 6/30/2017

Certificate in Le Cordon Bleu Pâtisserie and Baking

Expiration: 6/30/2017

Le Cordon Bleu College of Culinary Arts in Orlando

Associate in Science Degree in Le Cordon Bleu Culinary Arts
Expiration: 12/31/2014

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking
Expiration: 12/31/2014

Diploma in Le Cordon Bleu Culinary Arts
Expiration: 12/31/2014

Diploma in Le Cordon Bleu Pâtisserie & Baking
Expiration: 12/31/2014

Le Cordon Bleu College of Culinary Arts in Portland

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts
Expiration: 12/31/2012

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie & Baking
Expiration: 12/31/2012

Certificate in Le Cordon Bleu Culinary Arts
Expiration: 12/31/2012

Certificate in Le Cordon Bleu Pâtisserie & Baking
Expiration: 12/31/2012

Le Cordon Bleu College of Culinary Arts in Scottsdale

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts
Expiration: 12/31/2012

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking
Expiration: 12/31/2014

Certificate in Le Cordon Bleu Culinary Arts
Expiration: 12/31/2014

Certificate in Le Cordon Bleu Pâtisserie and Baking
Expiration: 12/31/2014

STATE AFFILIATIONS**California Culinary Academy, Le Cordon Bleu College of Culinary Arts in Los Angeles, Le Cordon Bleu College of Culinary Arts in Sacramento**

California Culinary Academy, Le Cordon Bleu College of Culinary Arts in Los Angeles and Le Cordon Bleu College of Culinary Arts in Sacramento are private institutions and have approval to operate in the State of California based on provisions of the California Private Postsecondary Education Act (CPPEA) of 2009, which is effective January 1, 2010.

The Act is administered by the Bureau for Private Postsecondary Education, under the Department of Consumer Affairs. The

Bureau can be reached at: P.O. Box 980818, Sacramento, CA 95798-0818, (888) 370-7589, www.bppe.ca.gov.

These institutions do not have a pending petition in bankruptcy, not operating as a debtor in possession, have not filed a petition within the preceding five years, or had a petition in bankruptcy filed against them within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing the enrollment agreement. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897. A student or any member of the public may file a complaint about this institution with Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's Internet web site, www.bppe.ca.gov.

Le Cordon Bleu College of Culinary Arts in Atlanta

Le Cordon Bleu College of Culinary Arts is authorized by:

Nonpublic Postsecondary Education Commission (NPEC)
2082 East Exchange Place
Suite 220
Tucker, GA 30084
(770) 414-3300

to operate in Georgia and is approved by the U.S. Department of Education to participate in Title IV financial aid programs.

Le Cordon Bleu College of Culinary Arts in Las Vegas

Le Cordon Bleu College of Culinary Arts is licensed to operate by the Commission on Postsecondary Education in the State of Nevada.

Le Cordon Bleu College of Culinary Arts in Miami

Le Cordon Bleu College of Culinary Arts is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting: Commission for Independent Education 325 West Gaines St., #1414 Tallahassee, FL 32399-0400 (888) 224-6684

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul is registered as a private institutional with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul is approved by the Wisconsin Educational Approval Board.

Wisconsin Educational Approval Board
30 West Mifflin Street, P.O. Box 8696
Madison, WI 53708-8986

Approved for the training of veterans and eligible persons under the provisions of Title 38, United States Code by the Minnesota State Veterans Approving Agency.

Le Cordon Bleu College of Culinary Arts in Orlando

Le Cordon Bleu College of Culinary Arts is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting:

Commission for Independent Education
325 West Gaines St., #1414
Tallahassee, FL 32399-0400
Phone: (888) 224-6684

Le Cordon Bleu College of Culinary Arts in Portland

Le Cordon Bleu College of Culinary Arts operates under the corporate laws of Oregon and the regulations of Oregon's Office of Degree Authorization. This school is a business corporation authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that the state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to: Oregon Student Assistance Commission Office of Degree Authorization 1500 Valley River Drive, Suite 100 Eugene, OR 97401 Phone: (541) 687-7452

This school is licensed under Chapter 28C.10RCW and is authorized to advertise and recruit for the following programs: Le Cordon Bleu Culinary Arts Certificate and Le Cordon Bleu Pâtisserie and Baking Certificate. Inquiries or complaints from State of Washington residents regarding this or any other private vocational school may be made to: Workforce Training and Education Coordinating Board 128 Tenth Avenue SW P.O. Box 43105 Olympia, Washington 98504-3105 Web: wtb.wa.gov Phone: (360) 753-5662 E-Mail Address: wtecb@wtb.wa.gov

Le Cordon Bleu College of Culinary Arts in Scottsdale

Arizona State Board for Private Postsecondary Education
1400 W. Washington, Suite 260
Phoenix, AZ 85007
Phone: (602) 542-5709
azppse.state.us/

Le Cordon Bleu College of Culinary Arts in Seattle

Le Cordon Bleu College of Culinary Arts is licensed under Chapter 28C.10 RCW. Inquiries or complaints regarding this private vocational school may be made to the: Workforce Training and Education Coordinating Board 128 Tenth Avenue SW P.O. Box 43105 Olympia, Washington 98504-3105 Web: wtb.wa.gov Phone: (360) 753-5662 E-Mail Address: wtecb@wtb.wa.gov

Le Cordon Bleu College of Culinary Arts in St. Louis

Le Cordon Bleu College of Culinary Arts is approved to operate by the Missouri Department of Higher Education. The college is approved by the U.S. Department of Education to participate in Title IV financial aid programs. Le Cordon Bleu College of Culinary Arts is affiliated with the Career College Association and the Missouri Association of Private Career Colleges and Schools.

STATEMENT OF OWNERSHIP

California Culinary Academy

California Culinary Academy is owned by California Culinary Academy, which is wholly owned by Career Education Corporation (CEC). CEC is a Delaware corporation with principal offices located at: 231 North Martingale Road Schaumburg, IL 60173-2007 Phone: (847) 781-3600 Fax: (847) 781-3610

Le Cordon Bleu College of Culinary Arts in Atlanta

Le Cordon Bleu College of Culinary Arts is owned by Le Cordon Bleu North America, LLC., which is wholly owned by Career Education Corporation (CEC). CEC is a Delaware corporation with principal offices located at: 231 North Martingale Road Schaumburg, IL 60173-2007 Phone: (847) 781-3600 Fax: (847) 781-3610

**Le Cordon Bleu College of Culinary Arts in Los Angeles**

Le Cordon Bleu College of Culinary Arts is owned by Le Cordon Bleu North America, LLC., which is wholly owned by Career Education Corporation (CEC). CEC is a Delaware corporation with principal offices located at: 231 North Martingale Road Schaumburg, IL 60173-2007
Phone: (847) 781-3600
Fax: (847) 781-3610

Le Cordon Bleu College of Culinary Arts in Las Vegas

Le Cordon Bleu College of Culinary Arts is owned by Scottsdale Culinary Institute, LTD., which is wholly owned by Career Education Corporation (CEC). CEC is a Delaware corporation with principal offices located at: 231 North Martingale Road Schaumburg, IL 60173-2007
Phone: (847) 781-3600
Fax: (847) 781-3610

Le Cordon Bleu College of Culinary Arts in Miami

Le Cordon Bleu College of Culinary Arts is owned by Scottsdale Culinary Institute, LTD., a Pennsylvania Corporation, which is wholly owned by Career Education (CEC). CEC is a Delaware corporation with principal offices located at: 231 North Martingale Road Schaumburg, IL 60173-2007
Phone: (847) 781-3600
Fax: (847) 781-3610

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Le Cordon Bleu College of Culinary Arts is owned by Le Cordon Bleu North America, LLC., which is wholly owned by Career Education Corporation (CEC). CEC is a Delaware corporation with principal offices located at: 231 North Martingale Road Schaumburg, IL 60173
Phone: (847) 781-3600
Fax: (847) 781-3610

Le Cordon Bleu College of Culinary Arts in Orlando

Le Cordon Bleu College of Culinary Arts is owned by Le Cordon Bleu North America, LLC., which is wholly owned by Career Education Corporation (CEC). CEC is a Delaware corporation with principal offices located at: 231 North Martingale Road Schaumburg, IL 60173-2007
Phone: (847) 781-3600
Fax: (847) 781-3610

Le Cordon Bleu College of Culinary Arts in Portland

Le Cordon Bleu College of Culinary Arts is incorporated and is owned by Le Cordon Bleu North America, LLC., which is wholly owned by Career Education Corporation (CEC). CEC is a Delaware corporation with principal offices located at: 231 North Martingale Road Schaumburg, IL 60173-2007
Phone: (847) 781-3600
Fax: (847) 781-3610

Le Cordon Bleu College of Culinary Arts in Sacramento

Le Cordon Bleu College of Culinary Arts is owned by Kitchen Academy Inc., a wholly owned subsidiary of Career Education Corporation (CEC). CEC is a Delaware corporation with principal offices located at: 231 North Martingale Road Schaumburg, IL 60173-2007
Phone: (847) 781-3600
Fax: (847) 781-3610

Le Cordon Bleu College of Culinary Arts in Scottsdale

Le Cordon Bleu College of Culinary Arts is owned by Scottsdale Culinary Institute, LTD., which is wholly owned by Career Education Corporation (CEC). CEC is a Delaware corporation with principal offices located at: 231 North Martingale Road Schaumburg, IL 60173-2007
Phone: (847) 781-3600
Fax: (847) 781-3610

Le Cordon Bleu College of Culinary Arts in Seattle

Le Cordon Bleu College of Culinary Arts is owned by Kitchen Academy Inc., a wholly owned subsidiary of Career Education Corporation (CEC). CEC is a Delaware corporation with principal offices located at: 231 North Martingale Road Schaumburg, IL 60173-2007
Phone: (847) 781-3600
Fax: (847) 781-3610

Le Cordon Bleu College of Culinary Arts in St. Louis

Le Cordon Bleu College of Culinary Arts is owned by Kitchen Academy Inc., a wholly owned subsidiary of Career Education Corporation (CEC). CEC is a Delaware corporation with principal offices located at: 231 North Martingale Road Schaumburg, IL 60173-2007
Phone: (847) 781-3600
Fax: (847) 781-3610

EXECUTIVE OFFICERS/BOARD OF DIRECTORS (ALL CAMPUSES)

The executive officers of Career Education Corporation are:

Steven H. Lesnik
President and Chief Executive Officer

Colleen M. O'Sullivan
Senior Vice President and
Chief Financial Officer

Members of the
CEC Board of Directors are:

Steven H. Lesnik, Chairman

Leslie T. Thornton, Lead Independent Director

Dennis H. Chookaszian

David W. Devonshire

Patrick W. Gross

Greg L. Jackson

Thomas B. Lally

Ron D. McCray

PROGRAM OFFERINGS

DEFINITIONS OF ACADEMIC CALENDAR

- The term "block" refers to a consecutive 12-week grouping of classes commencing with the student's start date.
- The term "module" refers to a consecutive 6-week grouping of classes commencing with the student's start date.
- The term "session" refers to any shorter length course periods within a module.

CERTIFICATE PROGRAM IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campuses in:
California Culinary Academy, Atlanta, Las Vegas,
Minneapolis/St. Paul, Portland, Scottsdale

The Certificate in Le Cordon Bleu Culinary Arts is designed to prepare students with the skills appropriate for basic positions in professional food preparation. Students begin their program with classes in basic and fundamental concepts of the culinary profession and build to more advanced topics as the program progresses. The program features lecture and laboratory formats. The program concludes with an externship experience that gives students a chance to practice skills taught throughout the course of their studies. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter credits, 940 contact hours, and 12 months of instruction.

Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in the published placement rates for calendar year 2011 include the following, and are listed based on the frequency with which each position is obtained following graduation, with positions obtained most frequently listed first, and those obtained least frequently listed last: Line Cook, Prep Cook, Cook II, Cook, Sous Chef, Garde Manger, Baking Assistant, Banquet Prep Cook, Cheese Manager, Chef, Chef de Partie, Culinary I, Grill Cook, Junior Chef de Partie, Prep Chef, Operations Manager, Pantry Cook, Research and Development Chef, Soup Chef. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts and California Culinary Academy cannot guarantee employment or salary.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC132	Culinary Foundations III	7.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC222	Catering and Buffets	7.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Quarter Credits Required for Graduation **55.0**

CERTIFICATE PROGRAM IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campuses in:
California Culinary Academy, Atlanta, Las Vegas,
Minneapolis/St. Paul, Portland, Scottsdale

Le Cordon Bleu College of Culinary Arts offers an intensive program for those interested in a professional baking career. The program includes hands-on teaching of fundamental baking skills and the theoretical knowledge that forms basic competency in the field. The Certificate in Le Cordon Bleu Pâtisserie and Baking offers a comprehensive course of study in the fundamentals, and exposes students to the different styles of the school's chef-instructors, a wide variety of industry-current equipment, and various facets of the foodservice industries.

Possible outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter credits, 940 contact hours and 12 months of instruction and concludes with an externship. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in the published placement rates for calendar year 2011 include the following, and are listed based on the frequency with which each position is obtained following graduation, with positions obtained most frequently listed first, and those obtained least frequently listed last: Pastry Cook, Pastry Chef, Baker, Pastry Assistant, Baker/Decorator, Cake Decorator, Assistant Pastry Chef, Baker/Manager, Baker/Retail, Bakery Service Team Member, Cake Baker, Cook II, Executive Pastry Chef, Head Baker, Kitchen Manager/Baker, Morning Baker, Overnight Baker, Owner, Pastry Chef/Runner, Pastry Chef/Specialty Chef, Pastry Instructor, Pastry Plater. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts and California Culinary Academy cannot guarantee employment or salary.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations 1	4.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Credits Required for Graduation 55.0

CERTIFICATE PROGRAM IN Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campuses in:
Sacramento, Seattle, St. Louis

The Certificate in Le Cordon Bleu Culinary Arts is designed to prepare students with the skills appropriate for basic positions in professional food preparation. Students begin their program with classes in basic and fundamental concepts of the culinary profession and build to more advanced topics as the program progresses. The program features lecture and laboratory formats. The program concludes with an externship experience that gives students a chance to practice skills taught throughout the course of their studies. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Program outcomes include demonstrating:

- Professional-level cooking techniques.
- Sanitation principles as they apply to the professional kitchen.
- Professionalism appropriate to the hospitality industry.

Upon completion of the program, the graduate should have the skills needed to begin his/her career in the culinary and/or hospitality industries at an entry level.

Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation, but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts does not guarantee employment or salary. The program is designed to be 9 months (36 instructional weeks) in length. The length of time needed to complete the program could vary depending on the individual circumstances of the student. Upon satisfactory completion of the specified 42 quarter credit hours (660 contact hours), a student with a cumulative grade-point average (CGPA) of 2.0 (on a 4.0 scale) or higher, will be awarded a Certificate in Le Cordon Bleu Culinary Arts.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC132	Culinary Foundations III	7.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC250	Externship I	6.0

Total Required Core Curriculum Quarter Credits **42.0**

CERTIFICATE PROGRAM IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campuses in:
Sacramento, Seattle, St. Louis

Le Cordon Bleu College of Culinary Arts offers an intensive program for those interested in a professional baking career. The program includes hands-on teaching of fundamental baking skills and the theoretical knowledge that forms basic competency in the field. The Certificate in Le Cordon Bleu Pâtisserie and Baking offers a comprehensive course of study in the fundamentals, and exposes students to the different styles of the school's chef-instructors, a wide variety of industry-current equipment, and various facets of the foodservice industries.

Possible outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 45 quarter credits, 710 contact hours and 9 months of instruction and concludes with an externship. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts cannot guarantee employment or salary.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK250		
LCBK252**	Externship I	6.0
Total Credits Required for Graduation		45.0

**LCBK252 is offered at the Sacramento and Seattle campuses.



DIPLOMA PROGRAM IN **Le Cordon Bleu Culinary Arts**

**Offered at the Le Cordon Bleu campuses in:
Los Angeles, Miami, Orlando**

The Diploma in Le Cordon Bleu Culinary Arts is designed to prepare students with the skills appropriate for basic positions in professional food preparation. Students begin their program with classes in basic and fundamental concepts of the culinary profession and build to more advanced topics as the program progresses. The program features lecture and laboratory formats. The program concludes with an externship experience that gives students a chance to practice skills taught throughout the course of their studies. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter credits, 940 contact hours, and 12 months of instruction.

Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts cannot guarantee employment or salary.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC132	Culinary Foundations III	7.0
LCBC152	Baking and Pastry	7.0
LCBC153**		
LCBC212	Cuisine Across Cultures	8.0
LCBC222	Catering and Buffets	7.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Quarter Credits Required for Graduation **55.0**

**** LCBC153 is offered at the Los Angeles campus.**

DIPLOMA PROGRAM IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campuses in:
Los Angeles, Miami, Orlando

Le Cordon Bleu College of Culinary Arts offers an intensive program for those interested in a professional baking career. The program includes hands-on teaching of fundamental baking skills and the theoretical knowledge that forms basic competency in the field. The Diploma in Le Cordon Bleu Pâtisserie and Baking offers a comprehensive course of study in the fundamentals, and exposes students to the different styles of the school's chef-instructors, a wide variety of industry-current equipment, and various facets of the foodservice industries.

Possible outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter credits, 940 contact hours and 12 months of instruction and concludes with an externship. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts cannot guarantee employment or salary.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0
Total Credits Required for Graduation		55.0

COURSE DESCRIPTIONS

For all Certificate and Diploma programs

COURSE NUMBERING SYSTEM

Le Cordon Bleu College of Culinary Arts and California Culinary Academy use a course numbering system that consists of a three- or four-letter prefix followed by three numbers and indicates both the area of study and general freshman or sophomore level of the course.

Courses numbered 100-199 are generally taken during a student's first academic year.

Courses numbered 200-299 are generally taken during a student's second academic year.

Although the course number indicates the general level of study, courses may be completed out of sequence with a student's current study level, upon approval from the Executive Chef. The unit of credit is the semester/quarter credit hour.

Note: The institution reserves the right to reschedule any course that is selected by fewer than ten students. Due to course scheduling and student demand, not all courses are available or offered every block/module.

LCBC105 – Food Safety and Sanitation (30/0/0)

3 Credits

Prerequisite: None

This course covers the principles of safe food handling, the types of hazards, and the most common causes of food borne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent food borne illness throughout the flow of food. Students will take a CFP/ANSI nationally accredited food safety exam for certification.

LCBC110 – Culinary Foundations I (30/20/0)

4 Credits

Prerequisite: None

In this introductory course to the culinary arts, students will have the opportunity to learn basic principles guiding professional introductory cooking techniques. Lecture topics will include the history of the foodservice industry, culinary terminology, standards of professionalism, organization of working kitchens and volume food preparation. Key components of the course include discussion of chef tools, commercial equipment and its intended uses. Basic food science principles, recipe use, menu genres, introduction to the elements of taste and flavor also drive daily lessons. The foundation for Le Cordon Bleu stocks and sauces are introduced in this class. The course also covers introduction to commercial kitchen cleaning and builds understanding for clean facilities as students complete their food safety and sanitation course.

LCBC122 – Culinary Foundations II (51/49/0)

7 Credits

Prerequisites: LCBC105 and LCBC110

This hands-on course builds on the techniques and principles presented in Culinary Foundations I. Students will have the opportunity to apply introductory level culinary techniques as a component of a Le Cordon Bleu culinary education. Classical knife cuts and French classical cuisine terminology is built upon in this hands-on course. Proper use of commercial equipment and understanding of measurement, formulas, and recipe adherence culminate a solid foundation for furthering basic competencies. Foundations include stocks, mother sauces, soups, vegetables, grains, and egg cookery, speed and accuracy. As with the entire Le Cordon Bleu curriculum desired sanitation, professionalism, and respect for the craft continue to enhance the student's educational experience.

LCBC132 – Culinary Foundations III (51/49/0)

7 Credits

Prerequisite: LCBC122

This course builds on the techniques and principles demonstrated in previous courses. Students will have the opportunity to develop skills in the identification, butchery, and fabrication used in cooking of a variety of meat and seafood products. Small sauce production, from the classical Le Cordon Bleu techniques taught earlier, is enhanced in this stage of further advanced culinary training. Charcuterie methods including curing, smoking, forcemeats, and sausage production are introduced and practiced. Students will have the opportunity to apply introductory plating techniques utilized in the foodservice industry and may begin to realize their own style as the taught Le Cordon Bleu techniques become more familiar.

LCBC152/LCBC153 – Baking and Pastry
(51/49/0)

7 Credits

Prerequisites: LCBC105 and LCBC110

This course covers the fundamentals of baking and pastry arts, which include terminology, technology, equipment, measurement, and recipe costing and analysis. Different classical mixing methods along with standard recipe adherence principles, bakery sanitation and product storage is discussed. Students have the opportunity to produce a variety of rich, lean and laminated doughs, cakes, icings, cookies, tarts, quick breads, stirred and baked custards, frozen desserts, chocolates, candies and plated desserts. Industry applications are emphasized as described by both classical Le Cordon Bleu cuisine techniques and customer demand in the modern-day bakery.

LCBC212 – Cuisine Across Cultures

(61.5/38.5/0)

8 Credits

Prerequisite: LCBC132

This hands-on lab course traces common global ingredients used in many regional dishes. It combines lecture, demonstration, production, and presentation as a means to explore other cultures through the understanding of global culinary heritages. The attitudes and tastes of the more global and knowledgeable customer sets a greater expectation of balance in a professional culinarian's repertoire. Students examine food in the context of culture, geography, history and that influences cuisines have had on each other.

LCBC222 – Catering and Buffets

(51/49/0)

7 Credits

Prerequisite: LCBC132

Introducing classical and contemporary garde manger techniques are emphasized in this course. Students prepare and serve food in a variety of settings. This hands-on production course covers three major areas

in buffet and catering operations: business, preparation, and execution. The course approaches these operations in the areas of catering, theme parties, weddings, holidays, and special events. Additional topics include menu development and business aspects of a catering operation. Students will have an opportunity to combine taught kitchen skills with a sense of business and creativity. This course also provides an opportunity for students to find their own style and further their depth of knowledge regarding how to transition what they see in the kitchen and what the customer sees in delivering of the final product.

LCBC250 – Externship I

(0/0/180)

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

The externship is the final applied component of the Le Cordon Bleu culinary program. The student will have the opportunity to further develop and refine their culinary skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC255 – Externship II

(0/0/180)

6 Credits

Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

This second course is required of all certificate-seeking culinary arts students. The student will have the opportunity to further develop and refine their culinary skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBK102 – Introduction to Pâtisserie and Baking Techniques

(51/49/0)

7 Credits

Prerequisite: None

The course introduces the fundamental concepts, skills and techniques of basic baking. Special emphasis placed on the study of ingredient functions, product identification, and weights and measures as applied to baking. Students will have the opportunity to apply basic baking techniques in the preparation of cookies, cakes, muffins, tarts basic custards and petit fours. Traditional meringues, butter creams and Génoise sponge will be included.

LCBK112 – Baking Principles and Viennoiserie

(51/49/0)

7 Credits

Prerequisite: LCBK102

Students will have the opportunity to develop the knowledge, skills and techniques required for the production and presentation of basic yeast products. Emphasis on the application of ingredient functions, product identification and recipe interpretation occurs throughout the module. Students will have the opportunity to apply their acquired understanding of basic baking concepts and techniques to the preparation of breads, enriched dough's and various artisan breads. Focus will also be given to phyllo dough, sweet dough, and Brioche; with emphasis on the method and production of Danish and croissant dough. Consistency of product, timing of production, and recipe development will be included.



LCBK122 – International Pâtisserie, Cake Formula, and Assembly

(51/49/0)

7 Credits

Prerequisite: LCBK112

Students will explore pâte à choux, stirred and baked custards, Bavarians and mousses. The fundamental production of classical European desserts, crêpes, soufflé, sabayon and frozen desserts are included. Students will also have the opportunity to develop the skills and understanding of creamed, two-stage, and foamed cake methods. The student will have the opportunity to gain practical experience in the production, assembly, finish and decoration of cakes with various fillings and icings.

LCBK212 – Advanced Pâtisserie and Chocolate Techniques

(61.5/38.5/0)

8 Credits

Prerequisite: LCBK122

This course focuses on concepts, procedures and techniques to produce plated desserts. The course emphasizes the preparation and assembly of finished desserts, tempering chocolate, sauce preparation, and garnishes.

LCBK222 – Centerpiece and Cake Decoration Techniques

(51/49/0)

7 Credits

Prerequisite: LCBK212

The course introduces students to the relevant concepts, procedures and techniques necessary to produce elaborate celebration cakes. The student will have the opportunity to develop skills in decorations made with pastillage, chocolate, gum paste, cooked sugar, and marzipan. Students will practice piping and décor appropriate to the production and decoration of wedding cakes.

LCBK250/LCBK252 – Externship I

(0/0/180)

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

The externship is the final applied component of the Le Cordon Bleu Pâtisserie and Baking program. The student will have the opportunity to further develop and refine their skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBK255 – Externship II

(0/0/180)

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

This second course is required of all Pâtisserie and Baking students. The student will have the opportunity to further develop and refine their skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals.

ASSOCIATE OF OCCUPATIONAL SCIENCE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: Atlanta

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an associate of occupational studies degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Rounds man and Prep Cook.

The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become Chefs upon graduation but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace.

The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts program.

All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 76.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
CST1050	Speech	5.0
ENG132	English Composition	5.0
HUM1101	Culinary History	5.0
MAT1150	College Math	5.0
PSY2101	Introduction to Psychology	5.0
SCI1200	Food Science and Safety	3.0
SCI1230	Nutrition	3.0

Total Required General Education Credits 31.0

Total Quarter Credits Required for Graduation 107.0

ASSOCIATE OF OCCUPATIONAL SCIENCE IN

Le Cordon Bleu Pâtisserie and Baking

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Science degree. The program consists of patisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator.

The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace.

The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions.

A student transferring from any Le Cordon Bleu College of Culinary Arts campus or from California Culinary Academy who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent

Offered at the Le Cordon Bleu campus in: Atlanta

course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Science Degree in Le Cordon Bleu Pâtisserie and Baking program.

All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Patisserie and Baking	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Patisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Patisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits 75.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
CST1050	Speech	5.0
ENG132	English Composition	5.0
HUM1101	Culinary History	5.0
MAT1150	College Math	5.0
PSY2101	Introduction to Psychology	5.0
SCI1200	Food Science and Safety	3.0
SCI1230	Nutrition	3.0

Total Required General Education Credits 31.0

Total Quarter Credits Required for Graduation 106.0

COURSE DESCRIPTIONS

For the Associate of Occupational Science Degree programs
offered at: Atlanta

COURSE NUMBERING SYSTEM

Le Cordon Bleu College of Culinary Arts uses a course numbering system that consists of a three- or four-letter prefix followed by three numbers and indicates both the area of study and general freshman or sophomore level of the course.

Courses numbered 100-199 are generally taken during a student's first academic year.

Courses numbered 200-299 are generally taken during a student's second academic year.

Although the course number indicates the general level of study, courses may be completed out of sequence with a student's current study level, upon approval from the Executive Chef. The unit of credit is the semester/quarter credit hour.

Note: The institution reserves the right to reschedule any course that is selected by fewer than ten students. Due to course scheduling and student demand, not all courses are available or offered every block/module.

LCBC100 – College Success and Career Portfolio

1 Credit

Prerequisite: None

This college success class combines insight specific to both student success habits and gaining entry into the foodservice profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Resume cover letter and reference page development for employment-seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored. Interviewing skills, stress management, time management and personal finance management are discussed.

LCBC110 – Culinary Foundations I

4 Credits

Prerequisite: None

In this introductory course to the culinary arts, students will have the opportunity to learn basic principles guiding professional introductory cooking techniques. Lecture topics will include the history of the foodservice industry, culinary terminology, standards of professionalism, organization of working kitchens and volume food preparation. Key components of the course include discussion of chef tools, commercial equipment and its intended uses. Basic food science principles, recipe use, menu genres, introduction to the elements of taste and flavor also drive daily lessons. The foundation for Le Cordon Bleu stocks and sauces are introduced in this class. The course also covers introduction to commercial kitchen cleaning and builds understanding for clean facilities as students complete their food safety and sanitation course.

LCBC122 – Culinary Foundations II

7 Credits

Prerequisites: LCBC105 and LCBC110

This hands-on course builds on the techniques and principles presented in Culinary Foundations I. Students will have the

opportunity to apply introductory level culinary techniques as a component of a Le Cordon Bleu culinary education. Classical knife cuts and French classical cuisine terminology is built upon in this hands-on course. Proper use of commercial equipment and understanding of measurement, formulas, and recipe adherence culminate a solid foundation for furthering basic competencies. Foundations include stocks, mother sauces, soups, vegetables, grains, and egg cookery, speed and accuracy. As with the entire Le Cordon Bleu curriculum desired sanitation, professionalism, and respect for the craft continue to enhance the student's educational experience.

LCBC125 – Cost Control and Purchasing

3 Credits

Prerequisite: MAT1150

This course provides students with an understanding of cost control and purchasing as it applies to managing a professional foodservice operation. Lectures focus on the design and implementation of cost control measures and effective purchasing procedures. The budget on both a daily basis and a per event basis will be analyzed. Students will be exposed to a base understanding of profit and loss statements and how to track cost as it relates to the flow of food in various styles of industry establishments. Le Cordon Bleu curriculum components will include analysis of the benefits of fabrication versus value added product purchasing and will encompass the student's individual industry goals with simulated business modeling exercises.

LCBC132 – Culinary Foundations III

7 Credits

Prerequisite: LCBC122

This course builds on the techniques and principles demonstrated in previous courses. Students will have the opportunity to develop skills in the identification, butchery, and fabrication used in cooking of a variety of meat and seafood products. Small sauce production, from the classical Le Cordon Bleu



techniques taught earlier is enhanced in this stage of further advanced culinary training. Charcuterie methods including curing, smoking, forcemeats, and sausage production are introduced and practiced. Students will have the opportunity to apply introductory plating techniques utilized in the foodservice industry and may begin to realize their own style as the Le Cordon Bleu techniques become more familiar.

LCBC152 – Baking and Pastry

7 Credits

Prerequisites: LCBC105 and LCBC110

This course covers the fundamentals of baking and pastry arts, which include terminology, technology, equipment, measurement, and formula conversions. Different classical mixing methods along with standard recipe adherence principles, bakery sanitation and product storage is discussed. Students have the opportunity to produce a variety of rich, lean and laminated doughs, cakes, icings, cookies, tarts, quick breads, stirred and baked custards, frozen desserts, chocolates, candies and plated desserts. Industry applications are emphasized as described by both classical Le Cordon Bleu cuisine techniques and customer demand in the modern day bakery..

LCBC212 – Cuisine Across Cultures

8 Credits

Prerequisite: LCBC132 or Executive Chef or designee consent

This hands-on lab course traces common global ingredients used in many regional dishes. It combines lecture, demonstration, production, and presentation as a means to explore other cultures through the understanding of global culinary heritages. The attitudes and tastes of the more global and knowledgeable customer sets a greater expectation of balance in a professional culinarian's repertoire. Students examine food in the context of culture, geography, history and that influences cuisines have had on each other.

LCBC215 – Hospitality Supervision and Entrepreneurship

5 Credits

Prerequisite: None

This course provides fundamental principles in business plan development with areas concentrating on hospitality financials, menu mechanics, staff training, and development of employees. The course also addresses current legal issues that employers face, how to schedule full- and part-time employees for staff retention and maximum scheduling efficiency, and the benefits of fixed, and variable cost management throughout the foodservice industry. Students in this course will have an opportunity through research to better understand the demands of managing people in today's diverse workforce.

LCBC222 – Catering and Buffets

7 Credits

Prerequisite: LCBC132

Introducing classical and contemporary garde manger techniques are emphasized in this course. Students prepare and serve food in a variety of settings. This hands-on production course covers three major areas in buffet and catering operations: business, preparation, and execution. The course approaches these operations in the areas of catering, theme parties, weddings, holidays, and special events. Additional topics include cyclical menu development and business aspects of a catering operation. Students will have an opportunity to combine kitchen skills with a sense of business and creativity. This course also provides an opportunity for students to find their own style and further their depth of knowledge regarding how to transition what they see in the kitchen and what the customer sees in delivering of the final product.

LCBC225 – Wine and Beverage

3 Credits

Prerequisite: None

This course provides the student with the foundations necessary to understand and appreciate beverage alcohol service, a major profit center for the industry. Exploration into the various types of beverage service is

emphasized. Focuses include wine, mixed drinks, coffees and teas, specialty beverages and how a beverage type can identify an establishment. Students are instructed in the art of wine evaluation, food pairing, and the basic understanding of the geography and history of wine. Other key components of the course include discussions on the processes involved in wine and spirit making including distillation, pasteurization, and wood aging. The course shows the importance of responsible alcohol service and the management of the responsibility that stems from operating a foodservice establishment which operates with a liquor license.

LCBC232 – Contemporary Cuisine

4 Credits

Prerequisite: LCBC132 or Executive Chef consent

This course will focus on the evolution of cuisine from classical methods to contemporary methods. The student will have the opportunity to broaden his/her sensory development and use critical thinking to formulate his/her own conclusions about flavor profiling. This course will also involve the exploration of culinary trends such as use of local ingredients, food preservation, and alternative diets through recipe design. Honing the technical skills and creative interpretation of plate presentation are among the applications highlighted in this course. Upon completion of this course, the student should be able to create and execute a nutritionally balanced menu that targets a particular customer profile with an emphasis on flavor, balance, and harmony, while honoring the classical techniques even if using a more modern-day delivery presentation.

LCBC240 – Restaurant Rotation

8 Credits

Prerequisites: LCBC152, LCBC212 and LCBC222 or Executive Chef consent

In this final on-campus course, students are expected to apply the skills taught throughout the curriculum. Students will be exposed to both front-of-the-house and back-of-the-house functions and discussion will focus on how both

areas balances a professionally-run foodservice establishment. Students will complete their final skill-based practical exam during the course. Students may have the opportunity to demonstrate an understanding of restaurant service functions and professionalism at catered functions, by working in-school restaurant.

LCBC250 – Externship I

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

The externship is the final applied component of the Le Cordon Bleu culinary program. The student will have the opportunity to further develop and refine their culinary skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC255 – Externship II

6 Credits

Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

This second course is required of all degree seeking culinary arts students. The student will have the opportunity to further develop and refine their culinary skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals. Students may stay with the same site chosen for LCBC 250, or they may explore an additional site.

LCBK102 – Introduction to Pâtisserie and Baking Techniques

(51/49/0)

7 Credits

Prerequisite: None

The course introduces the fundamental concepts, skills and techniques of basic baking. Special emphasis placed on the study of ingredient functions, product identification, and weights and measures as applied to baking.

Students will have the opportunity to apply basic baking techniques in the preparation of cookies, cakes, muffins, tarts basic custards and petit fours. Traditional meringues, butter creams and Génoise sponge will be included.

LCBK112 – Baking Principles and Viennoiserie

(51/49/0)

7 Credits

Prerequisite: LCBK102

Students will have the opportunity to develop the knowledge, skills and techniques required for the production and presentation of basic yeast products. Emphasis on the application of ingredient functions, product identification and recipe interpretation occurs throughout the module. Students will have the opportunity to apply their acquired understanding of basic baking concepts and techniques to the preparation of breads, enriched doughs and various artisan breads. Focus will also be given to phyllo dough, sweet dough, and Brioche; with emphasis on the method and production of Danish and croissant dough. Consistency of product, timing of production, and recipe development will be included.

LCBK122 – International Pâtisserie, Cake Formula and Assembly

(51/49/0)

7 Credits

Prerequisite: LCBK102

Students will explore pâte à choux, stirred and baked custards, Bavarians and mousses. The fundamental production of classical European desserts, crêpes, soufflé, sabayon and frozen desserts are included. Students will also have the opportunity to develop the skills and understanding of creamed, two-stage, and foamed cake methods. The student will have the opportunity to gain practical experience in the production, assembly, finish and decoration of cakes with various fillings and icings.

LCBK212 – Advanced Pâtisserie and Chocolate Techniques

8 Credits

Prerequisite: LCBK122

This course focuses on concepts, procedures and techniques to produce plated desserts. The course emphasizes the preparation and assembly of finished desserts, tempering chocolate, sauce preparation, and garnishes.

LCBK222 – Centerpiece and Cake Decoration Techniques

(51/49/0)

7 Credits

Prerequisite: LCBK212

The course introduces students to the relevant concepts, procedures and techniques necessary to produce elaborate celebration cakes. The student will have the opportunity to develop skills in decorations made with pastillage, chocolate, gum paste, cooked sugar, nougatine and marzipan. Students will practice piping and décor appropriate to the production and decoration of wedding cakes.

LCBK232 – Advanced Showpiece and Confectionary Techniques

(51/49/0)

7 Credits

Prerequisite: LCBK222

Through the demonstration and practical experience, students will have the opportunity to develop their artistic talents in the creation of candies, showpieces and centerpieces. Students explore a variety of mediums, which include chocolate, pastillage, and cooked sugar.

LCBK250 – Externship I

(0/0/180)

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

The externship is the final applied component of the Le Cordon Bleu Pâtisserie and Baking program. The student will have the opportunity to further develop and refine their skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.



LCBK255 – Externship II

(0/0/180)

6 Credits

Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

This second course is required of all Pâtisserie and Baking students. The student will have the opportunity to further develop and refine their skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals. Students may stay with the same site chosen for LCBK250, or they may explore an additional site.

GENERAL EDUCATION

CST1050 – Speech

5 Credits

Prerequisite: None

Students study the skills and techniques of effective communication and the application of those skills to our daily lives. Topics include an awareness and appreciation of the complexities of the communication process, understanding inter- and intra-personal communication, identifying barriers to communication, and resolving conflict in communication.

ENG132 – English Composition

5 Credits

Prerequisite: None

In this course, students are expected to study and apply composition principles to a variety of writing modes, focusing on the writing process, intended audience, consistent point of view, correct grammar, concise language, appropriate style and effective organizational strategies.

HUM1101 – Culinary History

5 Credits

Prerequisite: None

This course is a foundation course in Culinary History. In this course, students are provided an overview of the cultural aspects of food,

the societal influences and origins of culinary traditions, dietary patterns, and influence of food in ethnic groups and societies. They will also trace the emergence of the role of the Chef through history.

MAT1150 – College Math

5 credits

Prerequisite: None

This course is designed to teach mathematical concepts that are a basic necessity for dealing with contemporary problems and issues. The course provides students with the opportunity to learn basic mathematical systems, work with edible portion quantities and as purchased quantities, edible portion costs vs. as purchased costs, yield percentages and determining selling prices as they relate to the culinary industry.

PSY2101 – Introduction to Psychology

5 Credits

Prerequisite: None

This class is a foundational course designed to give the student a basic understanding of the psychology of human behavior. The student will be given exposure to the concepts, terminology, principles, and theories that comprise an introductory course in psychology. Topics covered are to synthesize the broad range of knowledge about psychology, to emphasize research methodology, to encourage critical thinking, and to convey a multicultural approach that respects human diversity and individual differences.

SCI1200 – Food Science and Safety

3 Credits

Prerequisite: None

This course covers the principles of safe food handling, the three types of hazards, and the most common causes of foodborne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a

foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent foodborne illness throughout the flow of food. Students will take a CFP/ANSI nationally accredited food safety exam for certification.

SCI1230 – Nutrition

3 Credits

Prerequisite: None

This course is an introductory course in the study of the principles of human nutritional needs. Current dietary guidelines, the function of nutrients, and dietary fads will be discussed. Students will examine menus and recipes for modifications to optimizing nutritional content and balance the current trends in nutritional study with classical Le Cordon Bleu cuisine techniques. Emphasis will be placed on the relationship between diet, health, disease and how a food science foundation can benefit not only immune challenged populations, but average healthy populations as well.

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Arts

**Offered at the Le Cordon Bleu campus in:
California Culinary Academy**

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an associate of occupational studies degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in California Culinary Academy's published placement rates for calendar year 2011 include the following, and are listed based on the frequency with which each position is obtained following graduation, with positions obtained most frequently listed first, and those obtained least frequently listed last: Line Cook, Prep Cook, Sous Chef, Cook, Chef, Cook I, Assistant Cook, Baker/Rounds Cook, Butcher, Café Cook, Cook A, Cook II, Cook IV – Casual Dining, Cook – Main Kitchen, Cooking Teacher, Culinary Coordinator, Day Cook, Head Chef/Kitchen Manager, Head Cook, Kitchen Manager, Line Chef, Poissonnier, Prep Chef, Quality Assurance Coordinator, Roundsman/Chef de Partie. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts and California Culinary Academy cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace.

The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC170	Food Anthropology	5.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0
Total Required Core Curriculum Credits		87.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN113	Fundamentals of Oral Communication	5.0
GEN123	Hospitality Math	5.0
GEN133	Written Communication	5.0
GEN153	Software Applications	2.5
GEN163	Food Science	2.5
Total Required General Education Credits		20.0
Total Quarter Credits Required for Graduation		107.0



COURSE DESCRIPTIONS

For the Associate of Occupational Studies Degree offered at:
California Culinary Academy

COURSE NUMBERING SYSTEM

Le Cordon Bleu College of Culinary Arts uses a course numbering system that consists of a three- or four-letter prefix followed by three numbers and indicates both the area of study and general freshman or sophomore level of the course.

Courses numbered 100-199 are generally taken during a student's first academic year.

Courses numbered 200-299 are generally taken during a student's second academic year.

Although the course number indicates the general level of study, courses may be completed out of sequence with a student's current study level, upon approval from the Executive Chef. The unit of credit is the semester/quarter credit hour.

Note: The institution reserves the right to reschedule any course that is selected by fewer than ten students. Due to course scheduling and student demand, not all courses are available or offered every block/ module.

GEN113 – Fundamentals of Oral Communication

5 Credits

Prerequisite: None

This course is an introduction on the basic principles, methods and theories of oral communications. The student will practice speaking and listening skills that can help promote professional career opportunities and workplace relationships in the culinary and hospitality industry.

GEN123 – Hospitality Math

5 Credits

Prerequisite: None

This course introduces students to the basic math principles used in the hospitality industry. The course will explore math's application to recipe costing, yield testing, food, beverage and labor costing, and weights and measurements. This course is designed to prepare students for LCBC125 – Cost Control and Purchasing.

GEN133 – Written Communication

5 Credits

Prerequisite: None

This course emphasizes clear and effective writing, concentrating on basic grammar, spelling, sentence structure, and punctuation. Students will be exposed to the effective use of reference tools and generally acceptable methods of referencing sources. Students will have the opportunity to practice these skills through written exercises and assignments that represent activities in the hospitality industry.

GEN153 – Software Applications

2 Credits

Prerequisite: None

This hands-on course introduces computer software applications to the student. The curriculum includes word processing, spreadsheets, visual presentation software and email programs.

GEN163 – Food Science

2.5 Credits

Prerequisite: None

This course examines basic ingredients, properties, consistencies and compositions in the preparation of food products. Students will discuss chemical reactions and changes to food during the cooking process. Food chemistry and the effects of heat transfer during cooking are emphasized.

LCBC100 – College Success and Career Portfolio

1 Credit

Prerequisite: None

This college success class combines insight specific to both student success habits and gaining entry into the foodservice profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Resume cover letter and reference page development for employment-seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored. Interviewing skills, stress management, time management and personal finance management are discussed.

LCBC105 – Food Safety and Sanitation

3 Credits

Prerequisite: None

This course covers the principles of safe food handling, the types of hazards, and the most common causes of food borne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent food borne illness throughout the flow of food. Students will take a CFP/ANSI nationally accredited food safety exam for certification.

LCBC110 – Culinary Foundations I

4 Credits

Prerequisite: None

In this introductory course to the culinary arts, students will have the opportunity to learn basic principles guiding professional introductory cooking techniques. Lecture topics will include the history of the foodservice industry, culinary terminology, standards of professionalism, organization of working kitchens and volume food preparation. Key components of the course include discussion of chef tools, commercial equipment and its intended uses. Basic food science principles, recipe use, menu genres, introduction to the elements of taste and flavor also drive daily lessons. The foundation for Le Cordon Bleu stocks and sauces are introduced in this class. The course also covers introduction to commercial kitchen cleaning and builds understanding for clean facilities as students complete their food safety and sanitation course.

LCBC122 – Culinary Foundations II

7 Credits

Prerequisites: LCBC105 and LCBC110

This hands-on course builds on the techniques and principles presented in Culinary Foundations I. Students will have the opportunity to apply introductory level culinary techniques as a component of a Le Cordon Bleu culinary education. Classical knife cuts and French classical cuisine terminology is built upon in this hands-on course. Proper use of commercial equipment and understanding of measurement, formulas, and recipe adherence culminate a solid foundation for furthering basic competencies. Foundations include stocks, mother sauces, soups, vegetables, grains, and egg cookery, speed and accuracy. As with the entire Le Cordon Bleu curriculum desired sanitation, professionalism, and respect for the craft continue to enhance the student's educational experience.

LCBC125 – Cost Control and Purchasing

3 Credits

Prerequisite: GEN123

This course provides students with an understanding of cost control and purchasing as it applies to managing a professional foodservice operation. Lectures focus on the design and implementation of cost control measures and effective purchasing procedures. The budget on both a daily basis and a per-event basis will be analyzed. Students will be exposed to a base understanding of profit and loss statements and how to track cost as it relates to the flow of food in various styles of industry establishments. Le Cordon Bleu curriculum components will include analysis of the benefits of fabrication versus value-added product purchasing and will encompass the student's individual industry goals with simulated business modeling exercises.

LCBC132 – Culinary Foundations III

7 Credits

Prerequisite: LCBC122

This course builds on the techniques and principles demonstrated in previous courses. Students will have the opportunity to develop skills in the identification, butchery, and fabrication used in cooking of a variety of meat and seafood products. Small sauce production, from the classical Le Cordon Bleu techniques taught earlier is enhanced in this stage of further advanced culinary training. Charcuterie methods including curing, smoking, forcemeats, and sausage production are introduced and practiced. Students will have the opportunity to apply introductory plating techniques utilized in the foodservice industry and may begin to realize their own style as the Le Cordon Bleu techniques become more familiar.

LCBC135 – Nutrition

3 Credits

Prerequisite: None

This course is an introductory course in the study of the principles of human nutritional needs. Current dietary guidelines, the function of nutrients, and dietary fads will be discussed. Students will examine menus and recipes for modifications to optimizing nutritional content and balance the current trends in nutritional study with classical Le Cordon Bleu cuisine techniques. Emphasis will be placed on the relationship between diet, health, disease and how a food science foundation can benefit not only immune challenged populations, but average healthy populations as well.

**LCBC152 – Baking and Pastry****7 Credits****Prerequisites:** LCBC105 and LCBC110

This course covers the fundamentals of baking and pastry arts, which include terminology, technology, equipment, measurement, and formula conversions. Different classical mixing methods along with standard recipe adherence principles, bakery sanitation and product storage is discussed. Students have the opportunity to produce a variety of rich, lean and laminated doughs, cakes, icings, cookies, tarts, quick breads, stirred and baked custards, frozen desserts, chocolates, candies and plated desserts. Industry applications are emphasized as described by both classical Le Cordon Bleu cuisine techniques and customer demand in the modern day bakery.

LCBC170 – Food Anthropology**5 Credits****Prerequisite:** None

This course explores the relationship between people and the foods they eat, the movement of foods and cooking techniques around the globe, and the impact of mealtime on communities. Through lecture, group discussion, and various outside-of class assignments, the student will be presented with alternate perspectives on the history and daily impact of food on individuals and societies around the globe.

LCBC212 – Cuisine Across Cultures**8 Credits****Prerequisite:** LCBC132 or Executive Chef or designee consent

This hands-on lab course traces common global ingredients used in many regional dishes. It combines lecture, demonstration, production, and presentation as a means to explore other cultures through the understanding of global culinary heritages. The attitudes and tastes of the more global and knowledgeable customer sets a greater expectation of balance in a professional culinarian's repertoire. Students examine food in the context of culture, geography, history and that influences cuisines have had on each other.

LCBC215 – Hospitality Supervision and Entrepreneurship**5 Credits****Prerequisite:** None

This course provides fundamental principles in business plan development with areas concentrating on hospitality financials, menu mechanics, staff training, and development of employees. The course also addresses current legal issues that employers face, how to schedule full- and part-time employees for staff retention and maximum scheduling efficiency, and the benefits of fixed, and variable cost management throughout the foodservice industry. Students in this course will have an opportunity through research to better understand the demands of managing people in today's diverse workforce.

LCBC222 – Catering and Buffets**7 Credits****Prerequisite:** LCBC132

Introducing classical and contemporary garde manger techniques are emphasized in this course. Students prepare and serve food in a variety of settings. This hands-on production course covers three major areas in buffet and catering operations: business, preparation, and execution. The course approaches these operations in the areas of catering, theme parties, weddings, holidays, and special events. Additional topics include cyclical menu development and business aspects of a catering operation. Students will have an opportunity to combine kitchen skills with a sense of business and creativity. This course also provides an opportunity for students to find their own style and further their depth of knowledge regarding how to transition what they see in the kitchen and what the customer sees in delivering of the final product.

LCBC225 – Wine and Beverage**3 Credits****Prerequisite:** None

This course provides the student with the foundations necessary to understand and appreciate beverage alcohol service, a major profit center for the industry. Exploration into the various types of beverage service is emphasized. Focuses include wine, mixed drinks, coffees and teas, specialty beverages and how a beverage type can identify an establishment. Students are instructed in the art of wine evaluation, food pairing, and the basic understanding of the geography and history of wine. Other key components of the course include discussions on the processes involved in wine and spirit making including distillation, pasteurization, and wood aging. The course shows the importance of responsible alcohol service and the management of the responsibility that stems from operating a foodservice establishment which operates with a liquor license.

LCBC232 – Contemporary Cuisine

4 Credits

Prerequisite: LCBC132 or Executive Chef consent

This course will focus on the evolution of cuisine from classical methods to contemporary methods. The student will have the opportunity to broaden his/her sensory development and use critical thinking to formulate his/her own conclusions about flavor profiling. This course will also involve the exploration of culinary trends such as use of local ingredients, food preservation, and alternative diets through recipe design. Honing the technical skills and creative interpretation of plate presentation are among the applications highlighted in this course. Upon completion of this course, the student should be able to create and execute a nutritionally balanced menu that targets a particular customer profile with an emphasis on flavor, balance, and harmony, while honoring the classical techniques even if using a more modern-day delivery presentation.

LCBC240 – Restaurant Rotation

8 Credits

Prerequisites: LCBC152, LCBC212 and LCBC222 or Executive Chef consent

In this final on-campus course, students are expected to apply the skills taught throughout the curriculum. Students will be exposed to both front-of-the-house and back-of-the-house functions and discussion will focus on how both areas balances a professionally-run foodservice establishment. Students will complete their final skill-based practical exam during the course. Students may have the opportunity to demonstrate an understanding of restaurant service functions and professionalism at catered functions, by working in-school restaurant.

LCBC250 – Externship I

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

The externship is the final applied component of the Le Cordon Bleu culinary program. The student will have the opportunity to further develop and refine their culinary skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC255 – Externship II

6 Credits

Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

This second course is required of all certificate-seeking culinary arts students. The student will have the opportunity to further develop and refine their culinary skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals. Students may stay with the same site chosen for LCBC 250, or they may explore an additional site.



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ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Las Vegas

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an associate of occupational studies degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques
- Demonstrate sanitation principles as they apply to the professional kitchen
- Demonstrate professionalism appropriate to the hospitality industry
- Apply basic management principles to the demands of a hospitality business
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the work force skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Rounds man and Prep Cook. The various titles of “chef” generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become Chefs upon graduation but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today’s highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 82.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM112	Effective Interpersonal Communication and Presentation Skills	5
ENG150	College English	5
MAT122	Culinary Math	5
POL200	Introduction to American and Nevada Politics	5
PSY201	Aspects of Psychology	5

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 107.0



COURSE DESCRIPTIONS

For all Certificate and Diploma programs

LCBC100 – College Success and Career Portfolio

1 Quarter Credit

Prerequisite: None

This College Success class combines insight specific to both student success habits and gaining entry into the foodservice profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Resume, cover letter, and reference page development for employment seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored, interviewing skills, stress management, time management and personal finance management are discussed.

LCBC105 – Food Safety and Sanitation

3 Credits

Prerequisite: None

This course covers the principles of safe food handling, the types of hazards, and the most common causes of food borne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent food borne illness throughout the flow of food. Students will take a CFP/ANSI nationally accredited food safety exam for certification.

LCBC110 – Culinary Foundations I

4 Credits

Prerequisite: None

In this introductory course to the culinary arts, students will have the opportunity to learn basic principles guiding professional introductory cooking techniques. Lecture topics will include the history of the foodservice industry, culinary terminology, standards of professionalism, organization of working kitchens and volume food preparation. Key components of the course include discussion of chef tools, commercial equipment and its intended uses. Basic food science principles, recipe use, menu genres, introduction to the elements of taste and flavor also drive daily lessons. The foundation for Le Cordon Bleu stocks and sauces are introduced in this class. The course also covers introduction to commercial kitchen cleaning and builds understanding for clean facilities as students complete their food safety and sanitation course.

LCBC122 – Culinary Foundations II

7 Credits

Prerequisites: LCBC105 and LCBC110

This hands-on course builds on the techniques and principles presented in Culinary Foundations I. Students will have the opportunity to apply introductory level culinary techniques as a component of a Le Cordon Bleu culinary education. Classical knife cuts and French classical cuisine terminology is built upon in this hands-on course. Proper use of commercial equipment and understanding of measurement, formulas, and recipe adherence culminate a solid foundation for furthering basic competencies. Foundations include stocks, mother sauces, soups, vegetables, grains, and egg cookery, speed and accuracy. As with the entire Le Cordon Bleu curriculum desired sanitation, professionalism, and respect for the craft continue to enhance the student's educational experience.

LCBC125 – Cost Control and Purchasing

3 Quarter Credits

Prerequisite: None

This course provides students with an understanding of cost control and purchasing as it applies to managing a professional foodservice operation. Lectures focus on the design and implementation of cost control measures and effective purchasing procedures. The budget on both a daily basis and a per event basis will be analyzed. Students will be exposed to a base understanding of profit and loss statements and how to track cost as it relates to the flow of food in various styles of industry establishments. Le Cordon Bleu curriculum components will include analysis of the benefits of fabrication versus value added product purchasing and will encompass the student's individual industry goals with simulated business modeling exercises.

LCBC132 – Culinary Foundations III

7 Credits

Prerequisite: LCBC122

This course builds on the techniques and principles demonstrated in previous courses. Students will have the opportunity to develop skills in the identification, butchery, and fabrication used in cooking of a variety of meat and seafood products. Small sauce production, from the classical Le Cordon Bleu techniques taught earlier is enhanced in this stage of further advanced culinary training. Charcuterie methods including curing, smoking, forcemeats, and sausage production are introduced and practiced. Students will have the opportunity to apply introductory plating techniques utilized in the foodservice industry and may begin to realize their own style as the Le Cordon Bleu techniques become more familiar.

LCBC135 – Nutrition

3 Quarter Credits

Prerequisite: None

This course is an introductory course in the study of the principles of human nutritional needs. Current dietary guidelines, the function of nutrients, and dietary fads will be discussed. Students will be expected to examine menus and recipes for modifications to optimizing nutritional content and balance the current trends in nutritional study with classical Le Cordon Bleu cuisine techniques. Emphasis will be placed on the relationship between diet, health, disease, and how a food-science foundation can benefit not only immune challenged populations, but the average healthy populations as well.

LCBC152 – Baking and Pastry

7 Credits

Prerequisites: LCBC105 and LCBC110

This course covers the fundamentals of baking and pastry arts, which include terminology, technology, equipment, measurement, and formula conversions. Different classical mixing methods along with standard recipe adherence principles, bakery sanitation and product storage is discussed. Students have the opportunity to produce a variety of rich, lean and laminated dough's, cakes, icings, cookies, tarts, quick breads, stirred and baked custards, frozen desserts, chocolates, candies and plated desserts. Industry applications are emphasized as described by both classical Le Cordon Bleu cuisine techniques and customer demand in the modern day bakery.

LCBC212 – Cuisine Across Cultures

8 Credits

Prerequisite: LCBC132 or Executive Chef consent

This hands-on lab course traces common global ingredients used in many regional dishes. It combines lecture, demonstration, production, and presentation as a means to explore other cultures through the understanding of global culinary heritages. The attitudes and tastes of the more global and knowledgeable customer sets a greater

expectation of balance in a professional culinarian's repertoire. Students examine food in the context of culture, geography, history and that influences cuisines have had on each other.

LCBC215 – Hospitality Supervision and Entrepreneurship

5 Quarter Credits

Prerequisite: None

This course provides fundamental principles in business plan development with areas concentrating on hospitality financials, menu mechanics, staff training, and development of employees. The course also addresses current legal issues that employers face, how to schedule full- and part-time employees for staff retention and maximum scheduling efficiency, and the benefits of fixed, and variable cost management throughout the foodservice industry. Students in this course will have an opportunity through research to improve their understanding of the demands of managing people in today's diverse workforce.

LCBC222 – Catering and Buffets

7 Credits

Prerequisite: LCBC132

Introducing classical and contemporary garde manger techniques are emphasized in this course. Students prepare and serve food in a variety of settings. This hands-on production course covers three major areas in buffet and catering operations: business, preparation, and execution. The course approaches these operations in the areas of catering, theme parties, weddings, holidays, and special events. Additional topics include cyclical menu development and business aspects of a catering operation. Students will have an opportunity to combine kitchen skills with a sense of business and creativity. This course also provides an opportunity for students to find their own style and further their depth of knowledge regarding how to transition what they see in the kitchen and what the customer sees in delivering of the final product.

LCBC225 – Wine and Beverage

3 Quarter Credits

Prerequisite: None

This course provides the student with the foundations necessary to understand and appreciate alcohol beverage service, major profit center for the industry. Exploration into the various types of beverage service is emphasized. Focuses include wine, mixed drinks, coffees and teas, specialty beverages, and how a beverage type can identify an establishment. Students are instructed in the art of wine evaluation, food pairing, and a basic understanding of the geography and history of wine. Other key components of the course include discussions on the processes involved in wine and spirit making including distillation, pasteurization, and wood aging. The course shows the importance of responsible alcohol service and the management of the responsibility that stems from operating a foodservice establishment which operates with a liquor license.

LCBC232 – Contemporary Cuisine

4 Quarter Credits

Prerequisite: LCBC132 or Executive Chef consent

This course will focus on the evolution of cuisine from classical methods to contemporary methods. Students will have the opportunity to broaden their sensory development and use critical thinking to formulate their own conclusions about flavor profiling. This course will also involve the exploration of culinary trends such as use of local ingredients, food preservation, and alternative diets through recipe design. Honing the technical skills and creative interpretation of plate presentation are among the applications highlighted in this course. Upon completion of this course, the student should be able to create and execute a nutritionally balanced menu that targets a particular customer profile with an emphasis on flavor, balance, and harmony while honoring the classical techniques even if using a more modern day delivery presentation.



LCBC240 – Restaurant Practical

8 Quarter Credits

Prerequisites: LCBC152, LCBC212 and LCBC222 or Executive Chef consent

In this final on-campus course, students apply the skills taught throughout the curriculum. Students will be exposed to both front of the house and back of the house functions and discussion will focus on how the importance of understanding both areas balances a professionally run foodservice establishment. Students will complete their final skill-based practical exam during the course. Students may have the opportunity to demonstrate this understanding of restaurant service functions and professionalism at catered functions, by working in-school restaurant shifts or through participation in a simulated restaurant experience. Other activities that may be demonstrated or reviewed include tableside cooking, wine service presentation, cheese service presentation, or tableside salesmanship of coffees, teas, and after-dinner liquors.

LCBC250 – Externship I

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

The externship is the final applied component of the Le Cordon Bleu culinary program. The student will have the opportunity to further develop and refine their culinary skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC255 – Externship II

6 Credits

Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

This second course is required of all certificate seeking culinary arts students. The student will have the opportunity to further develop and

refine their culinary skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals. Students may stay with the same site chosen for LCBC 250, or they may explore an additional site.

GENERAL EDUCATION

COM112 – Effective Interpersonal Communication and Presentation Skills

5 Quarter Credits

Prerequisite: None

This course presents principles and theories of effective speech communication. Students will have the opportunity to practice communication and presentation techniques; investigate elements of effective communication, practice writing and organizational skills; and adapt methods of delivery for diverse audiences and context. The course also explores nonverbal communication, conflict resolution, and group dynamics.

ENG150 – College English

5 Quarter Credits

Prerequisite: None

This course emphasizes the ability to write clearly and effectively by applying composition principles to a variety of writing modes. Focus is on the writing process, intended audience, consistent point of view, correct grammar usage, concise language, appropriate style and effective organizational strategies.

MAT122 – Culinary Math

5 Quarter Credits

Prerequisite: None

This course introduces the culinary professional to the basics of math and how it is applied to real-world situations in the kitchen. Even with today's reliance on technology, it is important for culinary professionals to understand the underlying mathematics. This course helps students in the culinary arts obtain the math knowledge they need to succeed in areas such as conversions, measuring, and basic costing.

PSY201 – Aspects of Psychology

5 Quarter Credits

Prerequisite: None

This course is an introduction to the field of psychology, its basic concepts, theories, and contributions to the understanding of human behavior including motivation, team work, conflict resolution, stress management, and personality types.

POL200 – Introduction to American and Nevada Politics

5 Quarter Credits

Prerequisite: None

This course provides a survey of the U.S., state, and local governments with attention to the unique aspects of Nevada government and politics. Students can learn about the origin, history, provisions, and principles of the Constitution of the U.S. and the constitution of the State of Nevada. This course satisfies the U.S. and Nevada Constitution requirement for the State of Nevada.

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Arts

**Offered at the Le Cordon Bleu campus in:
Los Angeles (Pasadena campus)**

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an associate of occupational studies degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Rounds man and Prep Cook.

The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace.

The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC153	Baking and Pastry	7.0
LCBC205	Food In History	5.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC241	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 87.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	Fundamentals of Speech	5.0
GEN122	Applied Math	5.0
GEN132	English Composition	5.0
GEN142	Introduction to Psychology	5.0

Total Required General Education Credits 20.0

Total Quarter Credits Required for Graduation 107.0

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Los Angeles (Pasadena campus)

The Le Cordon Bleu The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an associate of occupational studies degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator.

The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace.

The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC205	Food in History	5.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie & Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits 86.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	Fundamentals of Speech	5.0
GEN122	Applied Math	5.0
GEN132	English Composition	5.0
GEN142	Introduction to Psychology	5.0

Total Required General Education Credits 20.0

Total Quarter Credits Required for Graduation 106.0

COURSE DESCRIPTIONS

For the Associate of Occupational Studies Degree programs offered at:
Los Angeles (Pasadena campus)

COURSE NUMBERING SYSTEM

Le Cordon Bleu College of Culinary Arts uses a course numbering system that consists of a three- or four-letter prefix followed by three numbers and indicates both the area of study and general freshman or sophomore level of the course.

Courses numbered 100-199 are generally taken during a student's first academic year.

Courses numbered 200-299 are generally taken during a student's second academic year.

Although the course number indicates the general level of study, courses may be completed out of sequence with a student's current study level, upon approval from the Executive Chef. The unit of credit is the semester/quarter credit hour.

Note: The institution reserves the right to reschedule any course that is selected by fewer than ten students. Due to course scheduling and student demand, not all courses are available or offered every block/module.

LCBC100 – College Success and Career Portfolio

(10/0/0)

1 Credit

Prerequisite: None

This college success class combines insight specific to both student success habits and gaining entry into the foodservice profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Resume cover letter and reference page development for employment seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored. Interviewing skills, stress management, time management and personal finance management are discussed.

LCBC105 – Food Safety and Sanitation

(30/0/0)

3 Credits

Prerequisite: None

This course covers the principles of safe food handling, the types of hazards, and the most common causes of food borne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent food borne illness throughout the flow of food. Students will take a CFP/ANSI nationally accredited food safety exam for certification.

LCBC110 – Culinary Foundations I

(30/20/0)

4 Credits

Prerequisite: None

In this introductory course to the culinary arts, students will have the opportunity to learn basic principles guiding professional introductory cooking techniques. Lecture topics will include the history of the foodservice industry, culinary terminology, standards of professionalism, organization of working kitchens and volume food preparation. Key components of the course include discussion of chef tools, commercial equipment and its intended uses. Basic food science principles, recipe use, menu genres, introduction to the elements of taste and flavor also drive daily lessons. The foundation for Le Cordon Bleu stocks and sauces are introduced in this class. The course also covers introduction to commercial kitchen cleaning and builds understanding for clean facilities as students complete their food safety and sanitation course.

LCBC122 – Culinary Foundations II

(51/49/0)

7 Credits

Prerequisites: LCBC105 and LCBC110

This hands-on course builds on the techniques and principles presented in Culinary Foundations I. Students will have the opportunity to apply introductory level culinary techniques as a component of a Le Cordon Bleu culinary education. Classical knife cuts and French classical cuisine terminology is built upon in this hands-on course. Proper use of commercial equipment and understanding of measurement, formulas, and recipe adherence culminate a solid foundation for furthering basic competencies. Foundations include stocks, mother sauces, soups, vegetables, grains, and egg cookery, speed and accuracy. As with the entire Le Cordon Bleu curriculum desired sanitation, professionalism, and respect for the craft continue to enhance the student's educational experience.

**LCBC125 – Cost Control and Purchasing***(30/0/0)***3 Credits****Prerequisite: None**

This course provides students with an understanding of cost control and purchasing as it applies to managing a professional foodservice operation. Lectures focus on the design and implementation of cost control measures and effective purchasing procedures. The budget on both a daily basis and a per event basis will be analyzed. Students will be exposed to a base understanding of profit and loss statements and how to track cost as it relates to the flow of food in various styles of industry establishments. Le Cordon Bleu curriculum components will include analysis of the benefits of fabrication versus value added product purchasing and will encompass the student's individual industry goals with simulated business modeling exercises.

LCBC132 – Culinary Foundations III*(51/49/0)***7 Credits****Prerequisite: LCBC122**

This course builds on the techniques and principles demonstrated in previous courses. Students will have the opportunity to develop skills in the identification, butchery, and fabrication used in cooking of a variety of meat and seafood products. Small sauce production, from the classical Le Cordon Bleu techniques taught earlier is enhanced in this stage of further advanced culinary training. Charcuterie methods including curing, smoking, forcemeats, and sausage production are introduced and practiced. Students will have the opportunity to apply introductory plating techniques utilized in the foodservice industry and may begin to realize their own style as the Le Cordon Bleu techniques become more familiar.

LCBC135 – Nutrition*(30/0/0)***3 Credits****Prerequisite: None**

This course is an introductory course in the study of the principles of human nutritional needs. Current dietary guidelines, the function of nutrients, and dietary fads will be discussed. Students will examine menus and recipes for modifications to optimizing nutritional content and balance the current trends in nutritional study with classical Le Cordon Bleu cuisine techniques. Emphasis will be placed on the relationship between diet, health, disease and how a food science foundation can benefit not only immune challenged populations, but average healthy populations as well.

LCBC205 – Food in History*(50/0/0)***5 Credits****Prerequisite: None**

Food in History provides students with an intellectual framework for understanding world history, the origins of food, and the development of cuisine. This course highlights religious, economic and cultural influences from the ancient period to the present. Emphasis is on the appreciation and understanding of important historical developments.

LCBC153 – Baking and Pastry*(51/49/0)***7 Credits****Prerequisites: LCBC105 and LCBC110**

This course covers the fundamentals of baking and pastry arts, which include terminology, technology, equipment, measurement, and formula conversions. Different classical mixing methods along with standard recipe adherence principles, bakery sanitation and product storage is discussed. Students have the opportunity to produce a variety of rich, lean and laminated dough's, cakes, icings, cookies, tarts, quick breads, stirred and baked custards, frozen desserts, chocolates, candies and plated desserts. Industry applications are emphasized as described by both classical Le Cordon Bleu cuisine techniques and customer demand in the modern day bakery.

LCBC212 – Cuisine Across Cultures*(61.5/38.5/0)***8 Credits****Prerequisite: LCBC132 or Executive Chef consent**

This hands-on lab course traces common global ingredients used in many regional dishes. It combines lecture, demonstration, production, and presentation as a means to explore other cultures through the understanding of global culinary heritages. The attitudes and tastes of the more global and knowledgeable customer sets a greater expectation of balance in a professional culinarian's repertoire. Students examine food in the context of culture, geography, history and that influences cuisines have had on each other.

LCBC215 – Hospitality Supervision and Entrepreneurship

(50/0/0)

5 Credits

Prerequisite: None

This course provides fundamental principles in business plan development with areas concentrating on hospitality financials, menu mechanics, staff training, and development of employees. The course also addresses current legal issues that employers face, how to schedule full and part time employees for staff retention and maximum scheduling efficiency, and the benefits of fixed, and variable cost management throughout the foodservice industry. Students in this course will have an opportunity through research to better understand the demands of managing people in today's diverse work force.

LCBC222 – Catering and Buffets

(51/49/0)

7 Credits

Prerequisite: LCBC132

Introducing classical and contemporary garde manger techniques are emphasized in this course. Students prepare and serve food in a variety of settings. This hands-on production course covers three major areas in buffet and catering operations: business, preparation, and execution. The course approaches these operations in the areas of catering, theme parties, weddings, holidays, and special events. Additional topics include cyclical menu development and business aspects of a catering operation. Students will have an opportunity to combine kitchen skills with a sense of business and creativity. This course also provides an opportunity for students to find their own style and further their depth of knowledge regarding how to transition what they see in the kitchen and what the customer sees in delivering of the final product.

LCBC225 – Wine and Beverage

(30/0/0)

3 Credits

Prerequisite: None

This course provides the student with the foundations necessary to understand and appreciate beverage alcohol service. A major profit center for the industry, exploration into the various types of beverage service is emphasized. Focuses include wine, mixed drinks, coffees and teas, specialty beverages and how a beverage type can identify an establishment. Students are instructed in the art of wine evaluation, food pairing, and the basic understanding of the geography and history of wine. Other key components of the course include discussions on the processes involved in wine and spirit making including distillation, pasteurization, and wood aging. The course shows the importance of responsible alcohol service and the management of the responsibility that stems from operating a foodservice establishment which operates with a liquor license.

LCBC232 – Contemporary Cuisine

(10/60/0)

4 Credits

Prerequisite: LCBC132 or Executive Chef consent

This course will focus on the evolution of cuisine from classical methods to contemporary methods. The student will have the opportunity to broaden their sensory development and use critical thinking to formulate their own conclusions about flavor profiling. This course will also involve the exploration of culinary trends such as use of local ingredients, food preservation, and alternative diets through recipe design. Honing the technical skills and creative interpretation of plate presentation are among the applications highlighted in this course. Upon completion of this course, the student should be able to create and execute a nutritionally balanced menu that targets a particular customer profile with an emphasis on flavor, balance, and harmony while honoring the classical techniques even if using a more modern day delivery presentation.

LCBC241 – Restaurant Rotation

(20/140/0)

8 Credits

Prerequisites: LCBC205, LCBC212 and LCBC222 or Executive Chef consent

In this final on-campus course, students have the opportunity to apply the skills taught throughout the curriculum. Students will be exposed to both front of the house and back of the house functions and discussion will focus on how the importance in understanding both areas balances a professionally run foodservice establishment. Students will complete their final skill-based practical exam during the course. Students may have the opportunity to demonstrate the understanding of restaurant service functions and professionalism at catered functions, by working in-school restaurant shifts or through participation in a simulated restaurant experience. Other activities that may be demonstrated or reviewed include tableside cooking, wine service presentation, cheese service presentation, or tableside salesmanship of coffees, teas and after dinner liquors.

LCBC250 – Externship I

(0/0/180)

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

The externship is the final applied component of the Le Cordon Bleu culinary program. The student will have the opportunity to further develop and refine their culinary skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

**LCBC255 – Externship II***(0/0/180)***6 Credits**

Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

This second course is required of all certificate-seeking culinary arts students. The student will have the opportunity to further develop and refine their culinary skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals. Students may stay with the same site chosen for LCBC 250, or they may explore an additional site.

LCBK102 – Introduction to Pâtisserie and Baking Techniques*(51/49/0)***7 Credits***Prerequisite: None*

The course introduces the fundamental concepts, skills and techniques of basic baking. Special emphasis placed on the study of ingredient functions, product identification, and weights and measures as applied to baking. Students will have the opportunity to apply basic baking techniques in the preparation of cookies, cakes, muffins, tarts, basic custards and petit fours. Traditional meringues, butter creams and Génoise sponge will be included.

LCBK112 – Baking Principles and Viennoiserie*(51/49/0)***7 Credits***Prerequisite: LCBK102*

Students will have the opportunity to develop the knowledge, skills and techniques required for the production and presentation of basic yeast products. Emphasis on the application of ingredient functions, product identification and recipe interpretation occurs throughout the module. Students will have the opportunity to apply their acquired understanding of basic baking concepts and techniques to the preparation of breads, enriched doughs and various artisan breads. Focus will also be given to phyllo dough, sweet dough, and Brioche; with emphasis on the method and production of Danish and croissant dough. Consistency of product, timing of production, and recipe development will be included.

LCBK122 – International Pâtisserie, Cake Formula and Assembly*(51/49/0)***7 Credits***Prerequisite: LCBK102*

Students will explore pâte à choux, stirred and baked custards, Bavarians and mousses. The fundamental production of classical European desserts, crêpes, soufflé, sabayon and frozen desserts are included. Students will also have the opportunity to develop the skills and understanding of creamed, two-stage, and foamed cake methods. The student will have the opportunity to gain practical experience in the production, assembly, finish and decoration of cakes with various fillings and icings.

LCBK212 – Advanced Pâtisserie and Chocolate Techniques*(61.5/38.5/0)***8 Credits***Prerequisite: LCBK122*

This course focuses on concepts, procedures and techniques to produce plated desserts. The course emphasizes the preparation and assembly of finished desserts, tempering chocolate, sauce preparation, and garnishes. The course will also include a Market Basket practical given in the last week covering all aspects taught in previous Pâtisserie and Baking lab classes.

LCBK222 – Centerpiece and Cake Decoration Techniques*(51/49/0)***7 Credits***Prerequisite: LCBK212*

The course introduces students to the relevant concepts, procedures and techniques necessary to produce elaborate celebration cakes. The student will have the opportunity to develop skills in decorations made with pastillage, chocolate, gum paste, cooked sugar, nougatine and marzipan. Students will practice piping and décor appropriate to the production and decoration of wedding cakes.

LCBK232 – Advanced Showpiece and Confectionary Techniques*(51/49/0)***7 Credits***Prerequisite: LCBK222*

Through the demonstration and practical experience, students will have the opportunity to develop their artistic talents in the creation of candies, showpieces and centerpieces. Students explore a variety of mediums, which include chocolate, pastillage, and cooked sugar.

LCBK250 – Externship I

(0/0/180)

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

The externship is the final applied component of the Le Cordon Bleu Pâtisserie and Baking program. The student will have the opportunity to further develop and refine their skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBK255 – Externship II

(0/0/180)

6 Credits

Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

This second course is required of all Pâtisserie and Baking students. The student will have the opportunity to further develop and refine their skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals. Students may stay with the same site chosen for LCBK250, or they may explore an additional site.

GENERAL EDUCATION

GEN112 – Fundamentals of Speech

5 Credits

Prerequisite: None

The course covers the principles and practices basic to all areas of oral communication.

GEN122 – Applied Math

(50/0/0)

5 Credits

Prerequisite: None

Applied Math is designed to provide students with a clear understanding of the essentials of mathematics, whole numbers, fractions, decimals, ratio and proportion, percent's, applications for business and consumers, statistics, and probability, U.S, customary and metric systems of measurement and rational numbers. The course also provides students with an introduction to yield percent, costing, recipe costing, and recipe size conversion.

GEN132 – English Composition

(50/0/0)

5 Credits

Prerequisite: None

This class examines the use of language. Students are exposed to public speaking, writing, and reading for comprehension, discussion and critical evaluation. English Composition is designed to prepare students to express themselves with professionalism and confidence.

GEN142 – Introduction to Psychology

(50/0/0)

5 Credits

Prerequisite: None

This course provides a general overview of the science of psychology and human behavior. Students will explore the fundamentals of critical thinking, the human mind, effects of environment and mental health. Specific topics covered include theories of personality, life-span development, sensation and perception, thinking and intelligence, memory and learning, emotion, stress and health.



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ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: Miami

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Rounds man and Prep Cook.

The various titles of “chef” generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today’s highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace.

The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 82.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
ENC1101	English Composition	5.0
LAH2020	History of Latin America	5.0
MAC1105	College Mathematics	5.0
SPC2600	Public Speaking	5.0
SYG2600	Cultural Diversity	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 107.0



ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in: Miami

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

PROGRAM OUTCOMES INCLUDE:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator.

The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace.

The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits 81.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
ENC1101	English Composition	5.0
LAH2020	History of Latin America	5.0
MAC1105	College Mathematics	5.0
SPC2600	Public Speaking	5.0
SYG2600	Cultural Diversity	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 106.0

COURSE DESCRIPTIONS

For the Associate in Science Degree programs offered at: Miami

COURSE NUMBERING SYSTEM

Le Cordon Bleu College of Culinary Arts uses a course numbering system that consists of a three- or four-letter prefix followed by three numbers and indicates both the area of study and general freshman or sophomore level of the course.

Courses numbered 100-199 are generally taken during a student's first academic year.

Courses numbered 200-299 are generally taken during a student's second academic year.

Although the course number indicates the general level of study, courses may be completed out of sequence with a student's current study level, upon approval from the Executive Chef. The unit of credit is the semester/quarter credit hour.

Note: The institution reserves the right to reschedule any course that is selected by fewer than ten students. Due to course scheduling and student demand, not all courses are available or offered every block/ module.

LCBC100 – College Success and Career Portfolio

1 Credit

Prerequisite: None

This college success class combines insight specific to both student success habits and gaining entry into the foodservice profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Résumé cover letter and reference page development for employment seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored. Interviewing skills, stress management, time management and personal finance management are discussed.

LCBC105 – Food Safety and Sanitation

3 Credits

Prerequisite: None

This course covers the principles of safe food handling, the types of hazards, and the most common causes of food borne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent food borne illness throughout the flow of food. Students will take a CFP/ANSI nationally accredited food safety exam for certification.

LCBC110 – Culinary Foundations I

4 Credits

Prerequisite: None

In this introductory course to the culinary arts, students will have the opportunity to learn basic principles guiding professional introductory cooking techniques. Lecture topics will include the history of the foodservice industry, culinary terminology, standards of professionalism, organization of working kitchens and volume food preparation. Key components of the course include discussion of chef tools, commercial equipment and its intended uses. Basic food science principles, recipe use, menu genres, introduction to the elements of taste and flavor also drive daily lessons. The foundation for Le Cordon Bleu stocks and sauces are introduced in this class. The course also covers introduction to commercial kitchen cleaning and builds understanding for clean facilities as students complete their food safety and sanitation course.

LCBC122 – Culinary Foundations II

7 Credits

Prerequisites: LCBC105 and LCBC110

This hands-on course builds on the techniques and principles presented in Culinary Foundations I. Students will have the opportunity to apply introductory level culinary techniques as a component of a Le Cordon Bleu culinary education. Classical knife cuts and French classical cuisine terminology is built upon in this hands-on course. Proper use of commercial equipment and understanding of measurement, formulas, and recipe adherence culminate a solid foundation for furthering basic competencies. Foundations include stocks, mother sauces, soups, vegetables, grains, and egg cookery, speed and accuracy. As with the entire Le Cordon Bleu curriculum desired sanitation, professionalism, and respect for the craft continue to enhance the student's educational experience.



LCBC125 – Cost Control and Purchasing 3 Credits

Prerequisite: None

This course provides students with an understanding of cost control and purchasing as it applies to managing a professional foodservice operation. Lectures focus on the design and implementation of cost control measures and effective purchasing procedures. The budget on both a daily basis and a per event basis will be analyzed. Students will be exposed to a base understanding of profit and loss statements and how to track cost as it relates to the flow of food in various styles of industry establishments. Le Cordon Bleu curriculum components will include analysis of the benefits of fabrication versus value added product purchasing and will encompass the student's individual industry goals with simulated business modeling exercises.

LCBC132 – Culinary Foundations III 7 Credits

Prerequisite: LCBC122

This course builds on the techniques and principles demonstrated in previous courses. Students will have the opportunity to develop skills in the identification, butchery, and fabrication used in cooking of a variety of meat and seafood products. Small sauce production, from the classical Le Cordon Bleu techniques learned earlier is enhanced in this stage of further advanced culinary training. Charcuterie methods including curing, smoking, forcemeats, and sausage production are introduced and practiced. Students will apply introductory plating techniques utilized in the foodservice industry and may begin to realize their own style as the taught Le Cordon Bleu techniques become more familiar.

LCBC135 – Nutrition 3 Credits

Prerequisite: None

An introductory course in the study of the principles of human nutritional needs. Current dietary guidelines, the function of nutrients, and dietary fads will be discussed. Students will examine menus and recipes for modifications to optimizing nutritional content and balance the current trends in nutritional study with classical Le Cordon Bleu cuisine techniques. Emphasis will be placed on the relationship between diet, health, disease and how a food science foundation can benefit not only immune challenged populations, but average healthy populations as well.

LCBC152 – Baking and Pastry 7 Credits

Prerequisites: LCBC105 and LCBC110

This course covers the fundamentals of baking and pastry arts, which include terminology, technology, equipment, measurement, and formula conversions. Different classical mixing methods along with standard recipe adherence principles, bakery sanitation and product storage is discussed. Students have the opportunity to produce a variety of rich, lean and laminated doughs, cakes, icings, cookies, tarts, quick breads, stirred and baked custards, frozen desserts, chocolates, candies and plated desserts. Industry applications are emphasized as described by both classical Le Cordon Bleu cuisine techniques and customer demand in the modern-day bakery.

LCBC212 – Cuisine Across Cultures 8 Credits

Prerequisite: LCBC132

This hands-on lab course traces common global ingredients used in many regional dishes. It combines lecture, demonstration, production, and presentation as a means to explore other cultures through the understanding of global culinary heritages. The attitudes and tastes of the more global and knowledgeable customer sets a greater expectation of balance in a professional culinarian's repertoire. Students examine food in the context of culture, geography, history and that influences cuisines have had on each other.

LCBC215 – Hospitality Supervision and Entrepreneurship 5 Credits

Prerequisite: None

This course provides fundamental principles in business plan development with areas concentrating on hospitality financials, menu mechanics, staff training, and development of employees. The course also addresses current legal issues that employers face, how to schedule full and part time employees for staff retention and maximum scheduling efficiency, and the benefits of fixed, and variable cost management throughout the foodservice industry. Students in this course will have an opportunity through research to better understand the demands of managing people in today's diverse work force.

LCBC222 – Catering and Buffets 7 Credits

Prerequisite: LCBC132

Introducing classical and contemporary garde manger techniques are emphasized in this course. Students prepare and serve food in a variety of settings. This hands-on production course covers three major areas in buffet and catering operations: business, preparation, and execution. The course approaches these operations in the areas of catering, theme parties, weddings, holidays, and special events. Additional topics include cyclical menu development and business aspects of a catering operation. Students will have an opportunity to combine taught kitchen skills with a sense of business and creativity. This course also provides an opportunity for students to find their own style and further their depth of knowledge regarding how to transition what they see in the kitchen and what the customer sees in delivering of the final product.

LCBC225 – Wine and Beverage

3 Credits

Prerequisite: None

This course provides the student with the foundations necessary to understand and appreciate beverage alcohol service. A major profit center for the industry, exploration into the various types of beverage service is emphasized. Focuses include wine, mixed drinks, coffees and teas, specialty beverages and how a beverage type can identify an establishment. Students are instructed in the art of wine evaluation, food pairing, and the basic understanding of the geography and history of wine. Other key components of the course include discussions on the processes involved in wine and spirit making including distillation, pasteurization, and wood aging. The course shows the importance of responsible alcohol service and the management of the responsibility that stems from operating a foodservice establishment which operates with a liquor license.

LCBC232 – Contemporary Cuisine

4 Credits

Prerequisite: LCBC132 or Executive Chef consent

This course will focus on the evolution of cuisine from classical methods to contemporary methods. The student will have the opportunity to broaden their sensory development and use critical thinking to formulate their own conclusions about flavor profiling. This course will also involve the exploration of culinary trends such as use of local ingredients, food preservation, and alternative diets through recipe design. Honing the technical skills and creative interpretation of plate presentation are among the applications highlighted in this course. Upon completion of this course, the student should be able to create and execute a nutritionally balanced menu that targets a particular customer profile with an emphasis on flavor, balance, and harmony while honoring the classical techniques even if using a more modern day delivery presentation.

LCBC240 – Restaurant Rotation

8 Credits

Prerequisites: LCBC152, LCBC212 and LCBC222 or Executive Chef consent

In this final on-campus course, students apply the skills taught throughout the curriculum. Students will be exposed to both front of the house and back of the house functions and discussion will focus on how the importance in understanding both areas balances a professionally run foodservice establishment. Students are expected to complete their final skill-based practical exam during the course. Students may have the opportunity to demonstrate the understanding of restaurant service functions and professionalism at catered functions, by working in-school restaurant shifts or through participation in a simulated restaurant experience. Other activities that may be demonstrated or reviewed include tableside cooking, wine service presentation, cheese service presentation, or tableside salesmanship of coffees, teas and after dinner liquors.

LCBC250 – Externship I

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

The externship is the final applied component of the Le Cordon Bleu culinary program. The student will have the opportunity to further develop and refine their culinary skills with 180 hours of progressive industry experience alongside College approved foodservice professionals.

LCBC255 – Externship II

6 Credits

Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

This second course is required of all degree seeking culinary arts students. The student will have the opportunity to further develop and refine their culinary skills during this additional 180 hours of progressive industry experience alongside College approved foodservice professionals.

LCBK102 – Introduction to Pâtisserie and Baking Techniques

7 Credits

Prerequisite: None

The course introduces the fundamental concepts, skills and techniques of basic baking. Special emphasis placed on the study of ingredient functions, product identification, and weights and measures as applied to baking. Students will be expected to apply basic baking techniques in the preparation of cookies, cakes, muffins, tarts basic custards and petit fours. Traditional meringues, butter creams and Génoise sponge will be included.

LCBK112 – Baking Principles and Viennoiserie

7 Credits

Prerequisite: LCBK102

Students will have the opportunity to develop the knowledge, skills and techniques required for the production and presentation of basic yeast products. Emphasis on the application of ingredient functions, product identification and recipe interpretation occurs throughout the module. Students will have the opportunity to apply their acquired understanding of preparation of breads, enriched doughs and various artisan breads. Focus will also be given to phyllo dough, sweet dough, and Brioche with emphasis on the method and production of Danish and croissant dough. Consistency of product, timing of production, and recipe development will be included.

LCBK122 – International Pâtisserie, Cake Formula and Assembly

7 Credits

Prerequisite: LCBK102

Students will explore pâte à choux, stirred and baked custards, Bavarians and mousses. The fundamental production of classical European desserts, crêpes, soufflé, sabayon and frozen desserts are included. Students will also have the opportunity to develop the skills and understanding of creamed, two-stage, and foamed cake methods. The student will have the opportunity to gain practical experience in the production, assembly, finish and decoration of cakes with various fillings and icings.

LCBK212 – Advanced Pâtisserie and Chocolate Techniques

8 Credits

Prerequisites: LCBK110 and LCBK122

This course focuses on concepts, procedures and techniques to produce plated desserts. The course emphasizes the preparation and assembly of finished desserts, tempering chocolate, sauce preparation, and garnishes. The course will also include a Market Basket practical given in the last week covering all aspects introduced in previous Pâtisserie and Baking lab classes.

LCBK222 – Centerpiece and Cake Decoration Techniques

7 Credits

Prerequisite: LCBK212

The course introduces students to the relevant concepts, procedures and techniques necessary to produce elaborate celebration cakes. The student will have the opportunity to develop skills in decorations made with pastillage, chocolate, gum paste, cooked sugar, nougatine and marzipan. Students will practice piping and décor appropriate to the production and decoration of wedding cakes.

LCBK232 – Advanced Showpiece and Confectionary Techniques

7 Credits

Prerequisite: LCBK222

Through demonstration and practical experience, students will have the opportunity to develop their artistic talents in the creation of candies, showpieces and centerpieces.

Students get the opportunity to further explore with a variety of mediums, which include chocolate, pastillage, nougatine and cooked sugar.

LCBK250 – Externship I

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

The externship is the final applied component of the Le Cordon Bleu Pâtisserie and Baking program. The student will have the opportunity to further develop and refine their pâtisserie and baking skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBK255 – Externship II

6 Credits

Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

This second course is required of all degree seeking pâtisserie and baking students. The student will have the opportunity to further develop and refine their pâtisserie and baking skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals. Students may stay with the same site chosen for LCBK250, or they may explore an additional site.

GENERAL EDUCATION

ENC1101 – English Composition

5 Credits

Prerequisite: None

In this course students have the opportunity to learn to understand and utilize the writing process. The course encourages the students to see English as a highly practical course, giving them skills they need in future classes, and in any field or occupation they pursue.

The students can use reading and writing to demonstrate critical thought, effective communication, and creative appreciation.

LAH2020 – History of Latin America

5 Credits

Prerequisite: None

This course looks at Latin American History from the pre-conquest to the 21st century. This will include the colonial, economic, and political impact upon its people and its development.

MAC1105 – College Math

5 Credits

Prerequisite: None

In this course, students will have the opportunity to develop the ability to solve a variety of problems through the use of mathematical structures including algebra, geometry, and statistical analysis.

SPC2600 – Public Speaking

5 Credits

Prerequisite: None

This course presents principles and theories of effective speech communication. Students will practice communication and presentation techniques; investigate elements of effective research, writing, and organization; and adapt methods of delivery and debate for diverse audiences and contexts.

SYG2600 – Cultural Diversity

5 Credits

Prerequisite: None

This course involves the study of society, social behavior, human interaction, and cultural patterns. Topics include the analysis of social conflict, the structure and function of institutions, the dynamics of individual and group interactions, and social stratification and diversity.

ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

**Offered at the Le Cordon Bleu campus in:
Minneapolis/St. Paul**

The Le Cordon Bleu Culinary Arts program is a 21 month, 1564 contact hour, 108 quarter credit culinary arts training program leading to an Associate in Applied Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Rounds man and Prep Cook.

The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace.

The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC231	Contemporary Cuisine	2.0
LCBC242	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 77.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
BMA100	Mathematics	1.0
GE100	English I	5.0
GE140	Speech	5.0
GE150	Psychology	5.0
GE193	Economics	5.0
GE225	20th Century Literature	5.0
GE280	Environmental Science	5.0

Total Required General Education Credits 31.0

Total Quarter Credits Required for Graduation 108.0

ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Minneapolis/St. Paul

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1570 contact hour, 112 quarter credit culinary arts training program leading to an Associate of Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator.

The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace.

The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC 100	College Success and Career Portfolio	1
LCBC 105	Food Safety and Sanitation	3
LCBC 110	Culinary Foundations I	4
LCBC 122	Culinary Foundations II	7
LCBC 125	Cost Control and Purchasing	3
LCBC 135	Nutrition	3
LCBC 215	Hospitality Supervision and Entrepreneurship	5
LCBK 102	Introduction to Patisserie and Baking Techniques	7
LCBK 112	Baking Principles and Viennoiserie	7
LCBK 122	International Patisserie, Cake Formula and Assembly	7
LCBK 212	Advanced Patisserie and Chocolate Techniques	8
LCBK 222	Centerpiece and Cake Decoration Techniques	7
LCBK 232	Advanced Showpiece and Confectionary Techniques	7
LCBC 250	Externship I	6
LCBC 255	Externship II	6

Total Required Core Curriculum Credits 81.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
BMA100	Mathematics	1.0
GE100	English I	5.0
GE140	Speech	5.0
GE150	Psychology	5.0
GE193	Economics	5.0
GE225	20th Century Literature	5.0
GE280	Environmental Science	5.0

Total Required General Education Credits 31.0

Total Quarter Credits Required for Graduation 112.0

COURSE DESCRIPTIONS

For the Associate in Applied Science Degree program offered at:
Minneapolis/St. Paul

COURSE NUMBERING SYSTEM

Le Cordon Bleu College of Culinary Arts uses a course numbering system that consists of a three- or four-letter prefix followed by three numbers and indicates both the area of study and general freshman or sophomore level of the course.

Courses numbered 100-199 are generally taken during a student's first academic year.

Courses numbered 200-299 are generally taken during a student's second academic year.

Although the course number indicates the general level of study, courses may be completed out of sequence with a student's current study level, upon approval from the Executive Chef. The unit of credit is the semester/quarter credit hour.

Note: The institution reserves the right to reschedule any course that is selected by fewer than ten students. Due to course scheduling and student demand, not all courses are available or offered every block/ module.

LCBC100 – College Success and Career Portfolio

1 Credit

Prerequisite: None

This college success class combines insight specific to both student success habits and gaining entry into the foodservice profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Résumé cover letter and reference page development for employment seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored. Interviewing skills, stress management, time management and personal finance management are discussed.

LCBC105 – Food Safety and Sanitation

3 Credits

Prerequisite: None

This course covers the principles of safe food handling, the types of hazards, and the most common causes of food borne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent food borne illness throughout the flow of food. Students will take a CFP/ANSI nationally accredited food safety exam for certification.

LCBC110 – Culinary Foundations I

4 Credits

Prerequisite: None

In this introductory course to the culinary arts, students will have the opportunity to learn basic principles guiding profession introductory cooking techniques. Lecture topics will include history of the foodservice industry, culinary terminology, standards of professionalism, organization of working kitchens and volume food preparation. The tools of a Chef, commercial equipment and its intended use are key components of this courses material. Basic food science principles, recipe use, menu genres, introduction to the elements of taste and flavor also drive daily lessons. The foundation for Le Cordon Bleu stocks and sauces are introduced in this class. The course also covers introduction to commercial kitchen cleaning and builds understanding for clean facilities as students move into their food safety and sanitation course.

LCBC122 – Culinary Foundations II

7 Credits

Prerequisites: LCBC105 and LCBC110

This hands-on course builds on the techniques and principles presented in Culinary Foundations I. Students will have the opportunity to apply introductory level culinary techniques as a component of a Le Cordon Bleu culinary education. Classical knife cuts and French classical cuisine terminology is built upon in this hands on course. Proper use of commercial equipment and understanding of measurement, formulas, and recipe adherence culminate a solid foundation for furthering basic competencies. Foundations include stocks, mother sauces, soups, vegetables, grains, and egg cookery, speed and accuracy. As with the entire Le Cordon Bleu curriculum desired sanitation, professionalism, and respect for the craft continue to enhance the student's educational experience.

**LCBC125 – Cost Control and Purchasing**
3 Credits

Prerequisite: None

This course provides students with an understanding of cost control and purchasing as it applies to managing a professional foodservice operation. Lectures focus on the design and implementation of cost control measures and effective purchasing procedures. The budget on both a daily basis and a per event basis will be analyzed. Students will be exposed to a basic understanding of profit and loss statements and how to track cost as it relates to the flow of food in various styles of industry establishments. Le Cordon Bleu curriculum will include analysis of the benefits of fabrication versus value added product purchasing and encompasses the student's individual industry goals with simulated business modeling exercises.

LCBC132 – Culinary Foundations III
7 Credits

Prerequisite: LCBC122

This course builds on the techniques and principles demonstrated in previous courses. Students will have the opportunity to develop skills in the identification, butchery, and fabrication used in cooking of a variety of meat and seafood products. Small sauce production, from the classical Le Cordon Bleu techniques learned earlier is enhanced in this stage of further advanced culinary training. Charcuterie methods including curing, smoking, forcemeats, and sausage production are introduced and practiced. Students will have the opportunity to apply introductory plating techniques utilized in the foodservice industry and may begin to realize their own style as the learned Le Cordon Bleu techniques become more familiar.

LCBC135 – Nutrition
3 Credits

Prerequisite: None

An introductory course in the study of the principles of human nutritional needs. Current dietary guidelines, the function of nutrients, and dietary fads will be discussed. Students will examine menus and recipes for modifications to optimizing nutritional content and balance the current trends in nutritional study with classical Le Cordon Bleu cuisine techniques. Emphasis will be placed on the relationship between diet, health, disease and how a food science foundation can benefit not only immune challenged populations, but average healthy populations as well.

LCBC152 – Baking and Pastry
7 Credits

Prerequisites: LCBC105 and LCBC110

This Le Cordon Bleu course covers the fundamentals of baking and pastry arts, which include terminology, technology, equipment, measurement, and formula conversions. Different classical mixing methods along with standard recipe adherence principles, bakery sanitation and product storage is discussed. Students have the opportunity to produce a variety of rich, lean and laminated dough's, cakes, icings, cookies, tarts, quick breads, stirred and baked custards, frozen desserts, chocolates, candies and plated desserts. Industry applications are emphasized as described by both classical Le Cordon Bleu cuisine techniques and customer demand in the modern day bakery.

LCBC212 – Cuisine Across Cultures
8 Credits

Prerequisite: LCBC132 or Executive Chef consent

This hands-on Le Cordon Bleu kitchen course traces common global ingredients used in many regional dishes. It combines lecture, demonstration, production, and presentation as a means to explore other cultures through understanding their culinary heritages. The attitudes and tastes of today's more global and knowledgeable customer sets a greater expectation of balance in a professional culinarian's repertoire. Students examine food in the context of culture, geography, history and that influences cuisines have had on each other.

LCBC215 – Hospitality Supervision and Entrepreneurship
5 Credits

Prerequisite: None

This course provides fundamental principles in business plan development with areas concentrating on hospitality financials, menu mechanics, staff training, and development of employees. Legal issues that face today's employers are addressed. Students in this Le Cordon Bleu course will have an opportunity through research to better understand the demands of managing people in today's diverse work force. How to schedule full and part time employees for staff retention and maximum scheduling efficiency and the benefits of fixed, and variable cost management throughout the foodservice industry is explored.

LCBC222 – Catering and Buffets

7 Credits

Prerequisite: LCBC132

Introducing classical and contemporary garde manger techniques are emphasized in this Le Cordon Bleu course. Students have the opportunity to prepare and serve food in a variety of settings. This hands-on production course covers three major areas in buffet and catering operations: Business, preparation, and execution. The course reviews catering, theme parties, weddings, holidays, and special events. Additional topics include cyclical menu development and business aspects of a catering operation. Students will have an opportunity to marry their learned kitchen skills with their sense of business and creativity. This course also provides an opportunity for students to find their own style and further their depth of knowledge regarding how to transition what they see in the kitchen and what the customer sees in delivering of the final product.

LCBC231 – Contemporary Cuisine

2 Credits

Prerequisite: LCBC132 or Executive Chef consent

This course will focus on the evolution of cuisine from classical methods to contemporary methods. The Le Cordon Bleu student will have the opportunity to broaden their sensory development and use critical thinking to formulate their own conclusions about flavor profiling. This course will also involve the exploration of culinary trends such as use of local ingredients, food preservation, and alternative diets through recipe design. Honing the technical skills and creative interpretation of plate presentation are among the applications highlighted in this class. Upon completion of this Le Cordon Bleu course, the student should be able to create and execute a nutritionally balanced menu that targets a particular customer profile with an emphasis on flavor, balance, and harmony while honoring the classical techniques even if using a more modern day delivery presentation.

LCBC242 – Restaurant Rotation

8 Credits

Prerequisites: LCBC152, LCBC212 and LCBC222 or Executive Chef consent

In this final on-campus course, students have the opportunity to apply the skills introduced throughout the curriculum. Students will be exposed to both front of the house and back of the house functions and discussion will focus on how the importance in understanding both areas balances a professionally run foodservice establishment. Students will complete their final skill-based practical exam during the course. Students may have the opportunity to demonstrate the understanding of restaurant service functions and professionalism at catered functions, by working in-school restaurant shifts or through participation in a simulated restaurant experience. Other activities that may be demonstrated or reviewed include tableside cooking, wine service presentation, cheese service presentation, or tableside salesmanship of coffees, teas and after dinner liquors. A segment of this course will introduce the student to the foundational skills necessary to understand and appreciate beverage and alcohol service. A major profit center for the industry, exploration into the various types of beverage service is emphasized. Focuses include wine, mixed drinks, coffees and teas, specialty beverages and how a beverage type can identify an establishment. Students are instructed in the art of wine evaluation, food pairing, and the basic understanding of the geography and history of wine. This component shows the importance of responsible alcohol service and the management of the responsibility that stems from operating a foodservice establishment which operates with a liquor license.

LCBC250 – Externship I

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

The externship is the final applied component of the Le Cordon Bleu culinary program. The student will have the opportunity to further develop and refine their culinary skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC255 – Externship II

6 Credits

Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

This second course is required of all degree seeking culinary arts students. The student will have the opportunity to further develop and refine their culinary skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals. Students may stay with the same site chosen for LCBC250, or they may explore an additional site per school requirements.

GENERAL EDUCATION

BMA100 – Mathematics

1 Credit

Prerequisite: None

This course focuses on mathematical problem-solving techniques through the examination of whole numbers, fractions, decimals, ratios, proportion, percents, measurement, and algebraic principles.

GE050 – Preparatory English

0 Credits

Prerequisite: None

This course develops the necessary reading and writing skills necessary for college composition courses, incorporating critical reading strategies; the elements of good writing, effective sentence skills, and paragraph and essay structure. The course also focuses on incorporating the fundamental elements of English grammar into all written works.

GE090 – Preparatory Mathematics

0 Credits

Prerequisite: None

This course focuses on the development of mathematical problem-solving techniques through the examination of whole numbers, fractions, decimals, ratios, proportion, percents, measurement, signed numbers, statistics, algebraic and geometric principles.

GE100 – English I

5 Credits

Prerequisite: None

This course is designed to give students guided practice in solving writers' problems in one-paragraph and multiple-paragraph assignments. Special emphasis is placed on defining a purpose, organizing and developing content, analyzing the audience, drafting the whole essay and its parts, and revising and editing. This course focuses on the mechanics of the English language and gives students practice in finding and correcting errors in usage. Exercises strengthen students' ability to write effectively, both as students and in their future careers.

GE140 – Speech

5 Credits

Prerequisite: None

This course exposes students to the importance of effective speaking in public settings, especially in the business world. Students will prepare and deliver speeches. Repeated practice teaches students how to select a topic, research and organize information, select appropriate language for the situation, and present the speech using visual aids. Interactive decision-making through group discussions is also explored.

GE150 – Psychology

5 Credits

Prerequisite: None

This course is an introduction to the science of Psychology. Students investigate psychological development, motivation, sensation, perception, learning, thinking, language and behavior.

GE193 – Economics

5 Credits

Prerequisite: None

This course is an introduction to the economic process. Topics include the basics of macroeconomics and microeconomics, the economics of markets, money and banking, and international influences on economic systems.

GE225 – 20th Century Literature

5 Credits

Prerequisite: None

Students will read and respond to works of literature by significant twentieth-century American writers, gain an appreciation of literature as an art form, and learn to evaluate literary works. In addition, students will apply techniques of literary criticism to popular art forms, such as film and song lyrics.

GE280 – Environmental Science

5 Credits

Prerequisite: None

This course provides students with an overview of the earth's physical environments. Topics include the structure of the planet, population growth, energy resources, groundwater contamination, the greenhouse effect, toxic waste disposal, and land use management.

COURSE DESCRIPTIONS

For the Associate in Applied Science Degree program offered at:
Minneapolis/St. Paul

COURSE NUMBERING SYSTEM

Le Cordon Bleu College of Culinary Arts uses a course numbering system that consists of a three- or four-letter prefix followed by three numbers and indicates both the area of study and general freshman or sophomore level of the course.

Courses numbered 100-199 are generally taken during a student's first academic year.

Courses numbered 200-299 are generally taken during a student's second academic year.

Although the course number indicates the general level of study, courses may be completed out of sequence with a student's current study level, upon approval from the Executive Chef. The unit of credit is the semester/quarter credit hour.

Note: The institution reserves the right to reschedule any course that is selected by fewer than ten students. Due to course scheduling and student demand, not all courses are available or offered every block/ module.

LCBK102 – Introduction to Patisserie and Baking Techniques

Prerequisites: None

7 Credits

The course introduces the fundamental concepts, skills and techniques of basic baking. Special emphasis placed on the study of ingredient functions, product identification, and weights and measures as applied to baking. Students will student apply basic baking techniques in the preparation of cookies, cakes, muffins, tarts basic custards and petit fours. Traditional meringues, butter creams and Génoise sponge will be included.

LCBK112 – Baking Principles and Viennoiserie

Prerequisites: LCBK 102

7 Credits

Students will have the opportunity to develop the knowledge, skills and techniques required for the production and presentation of basic yeast products. Emphasis on the application of ingredient functions, product identification and recipe interpretation occurs throughout the module. Students will have the opportunity to apply their acquired understanding of basic baking concepts and techniques to the preparation of breads, enriched doughs and various artisan breads. Focus will also be given to phyllo dough, sweet dough, and Brioche; with emphasis on the method and production of Danish and croissant dough. Consistency of product, timing of production, and recipe development will be included.

LCBK122 – International Pâtisserie, Cake Formula and Assembly

Prerequisites: LCBK 102

7 Credits

Students will explore pâte à choux, stirred and baked custards, Bavarians and mousses. The fundamental production of classical European desserts, crêpes, soufflé, sabayon and frozen desserts are included. Students will also have the opportunity to develop the skills and understanding of creamed, two-stage, and foamed cake methods. The student will gain practical experience in the production, assembly, finish and decoration of cakes with various fillings and icings.

LCBK212 – Advanced Pâtisserie, and Chocolate Techniques

Prerequisites: LCBK 122

7 Credits

This course focuses on concepts, procedures and techniques to produce plated desserts. The course emphasizes the preparation and assembly of finished desserts, tempering chocolate, sauce preparation, and garnishes. The course will also include a Market Basket practical given in the last week covering all aspects learned in previous P&B lab classes.

LCBK222 – Centerpiece, Cake Décor and Advanced Techniques

Prerequisites: LCBK 212

7 Credits

The course introduces students to the relevant concepts, procedures and techniques necessary to produce elaborate celebration cakes. The student will have the opportunity to develop skills in decorations made with pastillage, chocolate, gum paste, cooked sugar, nougatine and marzipan. Students will practice piping and décor appropriate to the production and decoration of wedding cakes. Through demonstration and practical experience, students will have the opportunity to develop their artistic talents in the creation of candies, showpieces and centerpieces.



LCBK232 – Advanced Showpiece and Confectionary Techniques

Prerequisites: LCBK 222

7 Credits

Through demonstration and practical experience, students will have the opportunity to develop their artistic talents in the creation of candies, showpieces and centerpieces. Students explore a variety of mediums, which include chocolate, pastillage, nougatine and cooked sugar.

LCBC250 – Externship I

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

6 Credits

The externship is the final applied component of the Le Cordon Bleu Patisserie and Baking program. The student will have the opportunity to further develop and refine their patisserie and baking skills with 180 hours of progressive industry experience alongside school approved food service professionals.

LCBC255 – Externship II

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

6 Credits

This second course is required of all degree-seeking Patisserie and Baking students. The student will have the opportunity to further develop and refine their patisserie and baking skills during this additional 180 hours of progressive industry experience alongside school approved food service professionals. Students may stay with the same site chosen for LCBK 250, or they may explore an additional site.

ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Rounds man and Prep Cook.

The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace.

The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Offered at the Le Cordon Bleu campus in: Orlando

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 82.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	College English	5.0
GEN122	Verbal Communications	5.0
GEN132	College Mathematics	5.0
GEN142	Introduction to Psychology	5.0
GEN152	Environmental Science	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 107.0

ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

PROGRAM OUTCOMES INCLUDE:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator.

The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace.

The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Offered at the Le Cordon Bleu campus in: Orlando

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC 125	Cost Control and Purchasing	3.0
LCBC 135	Nutrition	3.0
LCBC 215	Hospitality Supervision and Entrepreneurship	5.0
LCBK 102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits 81.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	College English	5.0
GEN122	Verbal Communications	5.0
GEN132	College Mathematics	5.0
GEN142	Introduction to Psychology	5.0
GEN152	Environmental Science	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 106.0

COURSE DESCRIPTIONS

For the Associate in Science Degree programs offered at: Orlando

COURSE NUMBERING SYSTEM

Le Cordon Bleu College of Culinary Arts uses a course numbering system that consists of a three- or four-letter prefix followed by three numbers and indicates both the area of study and general freshman or sophomore level of the course.

Courses numbered 100-199 are generally taken during a student's first academic year.

Courses numbered 200-299 are generally taken during a student's second academic year.

Although the course number indicates the general level of study, courses may be completed out of sequence with a student's current study level, upon approval from the Executive Chef. The unit of credit is the semester/quarter credit hour.

Note: The institution reserves the right to reschedule any course that is selected by fewer than ten students. Due to course scheduling and student demand, not all courses are available or offered every block/ module.

LCBC100 – College Success and Career Portfolio

1 Credit

Prerequisite: None

This college success class combines insight specific to both student success habits and gaining entry into the foodservice profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Resume cover letter and reference page development for employment seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored. Interviewing skills, stress management, time management and personal finance management are discussed.

LCBC105 – Food Safety and Sanitation

3 Credits

Prerequisite: None

This course covers the principles of safe food handling, the types of hazards, and the most common causes of food borne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent food borne illness throughout the flow of food. Students will take a CFP/ANSI nationally accredited food safety exam for certification.

LCBC110 – Culinary Foundations I

4 Credits

Prerequisite: None

In this introductory course to the culinary arts, students will have the opportunity to learn basic principles guiding professional introductory cooking techniques. Lecture topics will include the history of the foodservice industry, culinary terminology, standards of professionalism, organization of working kitchens and volume food preparation. Key components of the course include discussion of chef tools, commercial equipment and its intended uses. Basic food science principles, recipe use, menu genres, introduction to the elements of taste and flavor also drive daily lessons. The foundation for Le Cordon Bleu stocks and sauces are introduced in this class. The course also covers introduction to commercial kitchen cleaning and builds an understanding of the need for clean facilities as students complete their food safety and sanitation course.

LCBC122 – Culinary Foundations II

7 Credits

Prerequisites: LCBC105 and LCBC110

This hands-on course builds on the techniques and principles presented in Culinary Foundations I. Students will have the opportunity to apply introductory level culinary techniques as a component of a Le Cordon Bleu culinary education. Classical knife cuts and French classical cuisine terminology is emphasized in this hands-on course. Proper use of commercial equipment and understanding of measurement, formulas, and recipe adherence develop a solid foundation for furthering basic competencies. Foundations include stocks, mother sauces, soups, vegetables, grains, and egg cookery as well as speed and accuracy. As with the entire Le Cordon Bleu curriculum, sanitation, professionalism, and respect for the craft continue to enhance the student's educational experience.

**LCBC125 – Cost Control and Purchasing****3 Credits****Prerequisite: None**

This course provides students with an understanding of cost control and purchasing as it applies to managing a professional foodservice operation. Lectures focus on the design and implementation of cost control measures and effective purchasing procedures. The budget on both a daily basis and a per event basis will be analyzed. Students will be exposed to a basic understanding of profit and loss statements and how to track cost as it relates to the flow of food in various foodservice operations. Le Cordon Bleu curriculum components will include analysis of the benefits of fabrication versus value added product purchasing and will encompass the student's individual industry goals with simulated business modeling exercises.

LCBC132 – Culinary Foundations III**7 Credits****Prerequisite: LCBC122**

This course builds on the techniques and principles demonstrated in previous courses. Students can develop skills in the identification, and fabrication used in cooking of a variety of meat and seafood products. Small sauce production, from the classical Le Cordon Bleu techniques taught earlier is enhanced in this stage of advanced culinary training. Charcuterie methods including curing, smoking, forcemeats, and sausage production are introduced and practiced. Students will have the opportunity to apply introductory plating techniques utilized in the foodservice industry and may begin to realize their own style as the required Le Cordon Bleu techniques become more familiar.

LCBC135 – Nutrition**3 Credits****Prerequisite: None**

This course is an introductory course in the study of the principles of human nutritional needs. Current dietary guidelines, the function of nutrients, and dietary fads will be discussed. Students will examine menus and recipes for modifications to optimize nutritional content and to balance the current trends in nutritional study with classical Le Cordon Bleu cuisine techniques. Emphasis will be placed on the relationship between diet, health, disease and how a food science foundation can benefit not only immune challenged populations, but average healthy populations as well.

LCBC152 – Baking and Pastry**7 Credits****Prerequisites: LCBC105 and LCBC110**

This course covers the fundamentals of baking and pastry arts, which include terminology, technology, equipment, measurement, and formula conversions. Different classical mixing methods along with standard recipe adherence principles, bakery sanitation and product storage are discussed. Students have the opportunity to produce a variety of rich, lean and laminated doughs, cakes, icings, cookies, tarts, quick breads, stirred and baked custards, frozen desserts, and plated desserts. Industry applications are emphasized as described by both classical Le Cordon Bleu cuisine techniques and customer demand in the modern day bakery.

LCBC212 – Cuisine Across Cultures**8 Credits****Prerequisite: LCBC132 or Executive Chef consent**

This hands-on lab course traces common global ingredients used in many regional dishes. It combines lecture, demonstration, production, and presentation as a means to explore other cultures through the understanding of global culinary heritages. The attitudes and tastes of the more global and knowledgeable customer sets a greater expectation of balance in a professional culinarian's repertoire. Students examine food in the context of culture, geography, history and the influences various cuisines have had on each other.

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LCBC215 – Hospitality Supervision and Entrepreneurship**5 Credits****Prerequisite: None**

This course provides fundamental principles in business plan development with areas concentrating on hospitality financials, menu mechanics, staff training, and development of employees. The course also addresses current legal issues that employers face, how to schedule full and part time employees for staff retention and maximum scheduling efficiency, and the benefits of fixed, and variable cost management throughout the foodservice industry. Students in this course will have an opportunity through research to better understand the demands of managing people in today's diverse work force.

LCBC222 – Catering and Buffets**7 Credits****Prerequisite: LCBC132**

Introduction of classical and contemporary garde manger techniques are emphasized in this course. Students prepare and serve food in a variety of settings. This hands-on production course covers three major areas in buffet and catering operations: business, preparation, and execution. The course approaches these operations in the areas of catering, theme parties, weddings, holidays, and special events. Additional topics include cyclical menu development and business aspects of a catering operation. Students will have an opportunity to combine learned kitchen skills with a sense of business and creativity. Students will have the opportunity to find their own style as food preparers. They will be able to further their knowledge of presentation techniques.

LCBC225 – Wine and Beverage

3 Credits

Prerequisite: None

This course provides the student with the foundations necessary to understand and appreciate alcohol-based beverage service. A major profit center for the industry, exploration into the various types of beverage service is emphasized. The focus is on wine, mixed drinks, coffees and teas, specialty beverages. Students will explore how a beverage type can identify an establishment. Students are instructed in the art of wine evaluation, food pairing, and the basic understanding of the geography and history of wine. Other key components of the course include discussions on the processes involved in wine and spirit making including distillation, pasteurization, and wood aging. The course shows the importance of responsible alcohol service and the management of the responsibility that stems from operating a foodservice establishment which operates with a liquor license.

LCBC232 – Contemporary Cuisine

4 Credits

Prerequisite: LCBC132 or Executive Chef consent

This course will focus on the evolution of cuisine from classical methods to contemporary methods. The student will have the opportunity to broaden their sensory development and use critical thinking to formulate their own conclusions about flavor profiling. This course will also involve the exploration of culinary trends such as the use of local ingredients, food preservation, and alternative diets through recipe design. Honing the technical skills and creative interpretation of plate presentation are among the applications highlighted in this course. Upon completion of this course, the student should be able to create and execute a nutritionally balanced menu that targets a particular customer profile with an emphasis on flavor, balance, and harmony while honoring the classical techniques, even if using a more modern day delivery presentation.

LCBC240 – Restaurant Rotation

8 Credits

Prerequisites: LCBC152, LCBC212 and LCBC222 or Executive Chef consent

In this final on-campus course, students apply the skills taught throughout the curriculum. Students will be exposed to both front of the house and back of the house functions. Discussion will focus on understanding the balance between the two areas to create a professionally managed foodservice establishment. Students will complete their final skill-based practical exam during the course. Students may have the opportunity to demonstrate the understanding of restaurant service functions and professionalism at catered functions, by working in-school restaurant shifts or through participation in a simulated restaurant experience. Other activities that may be demonstrated or reviewed include tableside cooking, wine service presentation, cheese service presentation, or tableside salesmanship of coffees, teas and after dinner liquors.

LCBC250 – Externship I

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

The externship is the final applied component of the Le Cordon Bleu program. The student will have the opportunity to further develop and refine their culinary skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC255 – Externship II

6 Credits

Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

This second course is required of all degree-seeking students. Students will have the opportunity to further develop and refine their culinary skills during this additional 180 hours of progressive industry experience alongside

school approved foodservice professionals.

Students may stay with the same site chosen for LCBC 250, or they may explore an additional site.

LCBK102 – Introduction to Pâtisserie and Baking Techniques

7 Credits

Prerequisite: None

The course introduces the fundamental concepts, skills and techniques of basic baking. Special emphasis is placed on the study of ingredient functions, product identification, and weights and measures as applied to baking. Students will be expected to apply basic baking techniques in the preparation of cookies, cakes, muffins, tarts basic custards and petit fours. Traditional meringues, butter creams and Génoise sponge will be included.

LCBK112 – Baking Principles and Viennoiserie

7 Credits

Prerequisite: LCBK102

Students will have the opportunity to develop the knowledge, skills and techniques required for the production and presentation of basic yeast products. Emphasis on the application of ingredient functions, product identification and recipe interpretation occurs throughout the module. Students will have the opportunity to apply their acquired understanding of basic baking concepts and techniques to the preparation of breads, enriched doughs and various artisan breads. Focus will also be given to phyllo dough, sweet dough, and Brioche with emphasis on the method and production of Danish and croissant dough. Consistency of product, timing of production, and recipe development will be included.

LCBK122 – International Pâtisserie, Cake Formula and Assembly

7 Credits

Prerequisite: LCBK102

Students will explore pâte à choux, stirred and baked custards, Bavarians and mousses. The fundamental production of classical European desserts, crêpes, soufflé, sabayon and frozen desserts are included. Students will also have the opportunity to develop the skills and understanding of creamed, two-stage, and



foamed cake methods. The student will have the opportunity to gain practical experience in the production, assembly, finishing and decoration of cakes with various fillings and icings.

LCBK212 – Advanced Pâtisserie and Chocolate Techniques

8 Credits

Prerequisite: LCBK110 and LCBK122

This course focuses on concepts, procedures and techniques to produce plated desserts. The course emphasizes the preparation and assembly of finished desserts, tempering chocolate, sauce preparation, and garnishes. The course will also include a Market Basket practical given in the last week covering all aspects introduced in previous Pâtisserie and Baking lab classes.

LCBK222 – Centerpiece and Cake Decoration Techniques

7 Credits

Prerequisite: LCBK212

The course introduces students to the relevant concepts, procedures and techniques necessary to produce elaborate celebration cakes. The student will have the opportunity to develop skills in decorations made with pastillage, chocolate, gum paste, cooked sugar, nougatine and marzipan. Students will practice piping and décor appropriate to the production and decoration of wedding cakes.

LCBK232 – Advanced Showpiece and Confectionary Techniques

7 Credits

Prerequisite: LCBK222

Through demonstration and practical experience, students will have the opportunity to develop their artistic talents in the creation of candies, showpieces and centerpieces. Students get the opportunity to further explore with a variety of mediums, which include chocolate, pastillage, nougatine and cooked sugar.

LCBK250 – Externship I

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

The externship is the final applied component of the Le Cordon Bleu Pâtisserie and Baking program. The student will have the opportunity to further develop and refine their Pâtisserie and baking skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBK255 – Externship II

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

This second course is required of all degree seeking pâtisserie and baking students. The student will have the opportunity to further develop and refine their pâtisserie and baking skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals. Students may stay with the same site chosen for LCBK250, or they may explore an additional site.

GENERAL EDUCATION

GEN112 – College English

5 Credits

Prerequisite: None

This course emphasizes the ability to write clearly and effectively by applying composition principles to a variety of writing modes. The focus is on the writing process, intended audience, consistent point of view, correct grammar usage, concise language, appropriate style and effective organizational strategies.

GEN122 – Verbal Communications

5 Credits

Prerequisite: None

This course presents principles and theories of effective speech communication. Students will have the opportunity to practice communication and presentation techniques; investigate elements of effective research, writing and organization; and adapt methods of delivery for diverse audiences and contexts.

GEN132 – College Mathematics

5 Credits

Prerequisite: None

Students will have the opportunity to investigate historical and contemporary topics in mathematics as an introduction to the thinking processes developed in the field. The topics will introduce the student to both the logical and precise nature of mathematics as well as its creative and imaginative side. The focus of the course is on mathematical reasoning and the solving of real-life problems. Topics included will be chosen from, but not limited to, the following: collection, representation and presentation of data and graphs, ratios and proportions, linear behavior, production.

GEN142 – Introduction to Psychology

5 Credits

Prerequisite: None

This course examines the biological and mental processes that are related to human and animal behavior. Topics include psychological and physiological development, sensation, perception, motivation, emotion, memory, learning, thinking, language and behavior.

GEN152 – Environmental Science

5 Credits

Prerequisite: None

This course evaluates the effects of humans on the Earth's ecosystem. Topics discussed may include ecology, human populations, pollution, energy consumption, allocation of natural resources, alternative forms of energy, legislation and citizen action.

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in: Portland

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an associate of occupational studies degree. The program consists of culinary laboratory, restaurant management and general education courses.

All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Rounds man and Prep Cook.

The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become Chefs upon graduation but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace.

The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 82.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM166	Interpersonal Communications	5.0
ENG121	English Composition	5.0
ENG221	Writing Practical	5.0
MAT100	College Math	5.0
PSY142	Psychology	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 107.0

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN Le Cordon Bleu Pâtisserie and Baking

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an associate of occupational studies degree. The program consists of patisserie and baking laboratory, restaurant management and general education courses.

PROGRAM OUTCOMES INCLUDE:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator.

The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace.

The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake

Offered at the Le Cordon Bleu campus in: Portland

that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking program.

All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Patisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Patisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Patisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits 81.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM166	Interpersonal Communications	5.0
ENG121	English Composition	5.0
ENG221	Writing Practical	5.0
MAT100	College Math	5.0
PSY142	Psychology	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 106.0

COURSE DESCRIPTIONS

For the Associate of Occupational Studies Degree programs
offered at: Portland

COURSE NUMBERING SYSTEM

Le Cordon Bleu College of Culinary Arts uses a course numbering system that consists of a three- or four-letter prefix followed by three numbers and indicates both the area of study and general freshman or sophomore level of the course.

Courses numbered 100-199 are generally taken during a student's first academic year.

Courses numbered 200-299 are generally taken during a student's second academic year.

Although the course number indicates the general level of study, courses may be completed out of sequence with a student's current study level, upon approval from the Executive Chef. The unit of credit is the semester/quarter credit hour.

Note: The institution reserves the right to reschedule any course that is selected by fewer than ten students. Due to course scheduling and student demand, not all courses are available or offered every block/ module.

LCBC100 – College Success and Career Portfolio

(10/0/0)

1 credit

Prerequisites: None

This college success class combines insight specific to both student success habits and gaining entry into the food service profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Resume cover letter and reference page development for employment seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored. Interviewing skills, stress management, time management and personal finance management are discussed.

LCBC105 – Food Safety and Sanitation

(30/0/0)

3 credits

Prerequisites: None

This course covers the principles of safe food handling, the types of hazards, and the most common causes of food borne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent food borne illness throughout the flow of food. Students will take a CFP/ANSI nationally accredited food safety exam for certification.

LCBC110 – Culinary Foundations I

(30/20/0)

4 credits

Prerequisites: None

In this introductory course to the culinary arts, students will have the opportunity to learn basic principles guiding professional

introductory cooking techniques. Lecture topics will include the history of the food service industry, culinary terminology, standards of professionalism, organization of working kitchens and volume food preparation. Key components of the course include discussion of chef tools, commercial equipment and its intended uses. Basic food science principles, recipe use, menu genres, introduction to the elements of taste and flavor also drive daily lessons. The foundation for Le Cordon Bleu stocks and sauces are introduced in this class. The course also covers introduction to commercial kitchen cleaning and builds understanding for clean facilities as students complete their food safety and sanitation course.

LCBC122 – Culinary Foundations II

(51/49/0)

7 credits

Prerequisites: LCBC105, LCBC110

This hands-on course builds on the techniques and principles presented in Culinary Foundations I. Students will have the opportunity to apply introductory level culinary techniques as a component of a Le Cordon Bleu culinary education. Classical knife cuts and French classical cuisine terminology is built upon in this hands-on course. Proper use of commercial equipment and understanding of measurement, formulas, and recipe adherence culminate a solid foundation for furthering basic competencies. Foundations include stocks, mother sauces, soups, vegetables, grains, and egg cookery, speed and accuracy. As with the entire Le Cordon Bleu curriculum desired sanitation, professionalism, and respect for the craft continue to enhance the student's educational experience.

LCBC125 – Cost Control and Purchasing

(30/0/0)

3 credits

Prerequisites: None

This course provides students with an understanding of cost control and purchasing as it applies to managing a professional food service operation. Lectures focus on the design



and implementation of cost control measures and effective purchasing procedures. The budget on both a daily basis and a per event basis will be analyzed. Students will be exposed to a base understanding of profit and loss statements and how to track cost as it relates to the flow of food in various styles of industry establishments. Le Cordon Bleu curriculum components will include analysis of the benefits of fabrication versus value added product purchasing and will encompass the student's individual industry goals with simulated business modeling exercises.

LCBC132 – Culinary Foundations III

(51/49/0)

7 credits

Prerequisites: LCBC122

This course builds on the techniques and principles demonstrated in previous courses. Students will have the opportunity to develop skills in the identification, butchery, and fabrication used in cooking of a variety of meat and seafood products. Small sauce production, from the classical Le Cordon Bleu techniques taught earlier is enhanced in this stage of further advanced culinary training. Charcuterie methods including curing, smoking, forcemeats, and sausage production are introduced and practiced. Students will have the opportunity to apply introductory plating techniques utilized in the foodservice industry and may begin to realize their own style as the Le Cordon Bleu techniques become more familiar.

LCBC135 – Nutrition

(30/0/0)

3 credits

Prerequisites: None

This course is an introductory course in the study of the principles of human nutritional needs. Current dietary guidelines, the function of nutrients, and dietary fads will be discussed. Students will examine menus and recipes for modifications to optimizing nutritional content and balance the current trends in nutritional study with classical Le Cordon Bleu cuisine techniques. Emphasis will be placed on the relationship between diet, health, disease and how a food science foundation can benefit

not only immune challenged populations, but average healthy populations as well.

LCBC152 – Baking and Pastry

(51/49/0)

7 credits

Prerequisites: LCBC105, LCBC110

This course covers the fundamentals of baking and pastry arts, which include terminology, technology, equipment, measurement, and formula conversions. Different classical mixing methods along with standard recipe adherence principles, bakery sanitation and product storage is discussed. Students have the opportunity to produce a variety of rich, lean and laminated dough's, cakes, icings, cookies, tarts, quick breads, stirred and baked custards, frozen desserts, chocolates, candies and plated desserts. Industry applications are emphasized as described by both classical Le Cordon Bleu cuisine techniques and customer demand in the modern day bakery.

LCBC212 – Cuisine Across Cultures

(61.5/38.5/0)

8 credits

Prerequisites: LCBC132 or Executive Chef consent

This hands-on lab course traces common global ingredients used in many regional dishes. It combines lecture, demonstration, production, and presentation as a means to explore other cultures through the understanding of global culinary heritages. The attitudes and tastes of the more global and knowledgeable customer sets a greater expectation of balance in a professional culinarian's repertoire. Students examine food in the context of culture, geography, history and that influences cuisines have had on each other

LCBC215 – Hospitality Supervision and Entrepreneurship

(50/0/0)

5 credits

Prerequisites: None

This course provides fundamental principles in business plan development with areas concentrating on hospitality financials, menu mechanics, staff training, and development of employees. The course also addresses current legal issues that owners face, how to

schedule full and part time employees for staff retention and maximum scheduling efficiency, and the benefits of fixed, and variable cost management throughout the food service industry. Students in this course will have an opportunity through research to better understand the demands of managing people in today's diverse work force.

LCBC222 – Catering and Buffets

(51/49/0)

7 credits

Prerequisites: LCBC132

Introducing classical and contemporary garde manger techniques are emphasized in this course. Students prepare and serve food in a variety of settings. This hands-on production course covers three major areas in buffet and catering operations: business, preparation, and execution. The course approaches these operations in the areas of catering, theme parties, weddings, holidays, and special events. Additional topics include cyclical menu development and business aspects of a catering operation. Students will have an opportunity to combine kitchen skills with a sense of business and creativity. This course also provides an opportunity for students to find their own style and further their depth of knowledge regarding how to transition what they see in the kitchen and what the customer sees in delivering of the final product

LCBC225 – Wine and Beverage

(30/0/0)

3 credits

Prerequisites: None

This course provides the student with the foundations necessary to understand and appreciate beverage alcohol service. A major profit center for the industry, exploration into the various types of beverage service is emphasized. Focuses include wine, mixed drinks, coffees and teas, specialty beverages and how a beverage type can identify an establishment. Students are instructed in the art of wine evaluation, food pairing, and the basic understanding of the geography and history of wine. Other key components of the course include discussions on the processes involved in wine and spirit making including

distillation, pasteurization, and wood aging. The course shows the importance of responsible alcohol service and the management of the responsibility that stems from operating a food service establishment which operates with a liquor license.

LCBC232 – Contemporary Cuisine

(21/49/0)

4 credits

Prerequisites: LCBC132 or Executive Chef consent

This course will focus on the evolution of cuisine from classical methods to contemporary methods. The student will have the opportunity to broaden their sensory development and use critical thinking to formulate their own conclusions about flavor profiling. This course will also involve the exploration of culinary trends such as use of local ingredients, food preservation, and alternative diets through recipe design. Honing the technical skills and creative interpretation of plate presentation are among the applications highlighted in this course. Upon completion of this course, the student should be able to create and execute a nutritionally balanced menu that targets a particular customer profile with an emphasis on flavor, balance, and harmony while honoring the classical techniques even if using a more modern day delivery presentation.

LCBC240 – Restaurant Rotation

(20/140/0)

8 credits

Prerequisites: LCBC152, LCBC212, LCBC222 or Executive Chef consent

In this final on-campus course, students have the opportunity to apply the skills taught throughout the curriculum. Students will be exposed to both front of the house and back of the house functions and discussion will focus on how the importance in understanding both areas balances a professionally run food service establishment. Students will complete their final skill-based practical exam during the course. Students may have the opportunity to demonstrate the understanding of restaurant service functions and professionalism at catered functions, by working in-school restaurant shifts or through participation in a simulated

restaurant experience. Other activities that may be demonstrated or reviewed include tableside cooking, wine service presentation, cheese service presentation, or tableside salesmanship of coffees, teas and after dinner liquors.

LCBC250 – Externship I

(0/0/180)

6 credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

The externship is the final applied component of the Le Cordon Bleu culinary program. The student will have the opportunity to further develop and refine their culinary skills with 180 hours of progressive industry experience alongside school approved food service professionals.

LCBC255 – Externship II

(0/0/180)

6 credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

This second course is required of all certificate-seeking culinary arts students. The student will have the opportunity to further develop and refine their culinary skills during this additional 180 hours of progressive industry experience alongside school approved food service professionals. Students may stay with the same site chosen for LCBC 250, or they may explore an additional site.

LCBK102 – Introduction to Patisserie and Baking Techniques

(51/49/0)

7 credits

Prerequisites: None

The course introduces the fundamental concepts, skills and techniques of basic baking. Special emphasis placed on the study of ingredient functions, product identification, and weights and measures as applied to baking. Students will have the opportunity to apply basic baking techniques in the preparation of

cookies, cakes, muffins, tarts basic custards and petit fours. Traditional meringues, butter creams and Génoise sponge will be included.

LCBK112 – Baking Principles and Viennoiserie

(51/49/0)

7 credits

Prerequisites: LCBK102

Students will have the opportunity to develop the knowledge, skills and techniques required for the production and presentation of basic yeast products. Emphasis on the application of ingredient functions, product identification and recipe interpretation occurs throughout the module. Students will have the opportunity to apply their acquired understanding of basic baking concepts and techniques to the preparation of breads, enriched doughs and various artisan breads. Focus will also be given to phyllo dough, sweet dough, and Brioche; with emphasis on the method and production of Danish and croissant dough. Consistency of product, timing of production, and recipe development will be included.

LCBK122 – International Patisserie, Cake Formula and Assembly

(51/49/0)

7 credits

Prerequisites: LCBK102

Students will explore pâte à choux, stirred and baked custards, Bavarians and mousses. The fundamental production of classical European desserts, crêpes, soufflé, sabayon and frozen desserts are included. Students will also have the opportunity to develop the skills and understanding of creamed, two-stage, and foamed cake methods. The student will have the opportunity to gain practical experience in the production, assembly, finish and decoration of cakes with various fillings and icings.

LCBK212 – Advanced Patisserie and Chocolate Techniques

(61.5/38.5/0)

8 credits

Prerequisites: LCBK122

This course focuses on concepts, procedures and techniques to produce plated desserts. The course emphasizes the preparation and assembly of finished desserts, tempering



chocolate, sauce preparation, and garnishes. The course will also include a Market Basket practical given in the last week covering all aspects taught in previous Patisserie and Baking lab classes.

LCBK222 – Centerpiece and Cake Decoration Techniques

(51/49/0)

7 credits

Prerequisites: LCBK212

The course introduces students to the relevant concepts, procedures and techniques necessary to produce elaborate celebration cakes. The student will have the opportunity to develop skills in decorations made with pastillage, chocolate, gum paste, cooked sugar, nougatine and marzipan. Students will practice piping and décor appropriate to the production and decoration of wedding cakes.

LCBK232 – Advanced Showpiece and Confectionary Techniques

(51/49/0)

7 credits

Prerequisites: LCBK222

Through the demonstration and practical experience, students will have the opportunity to develop their artistic talents in the creation of candies, showpieces and centerpieces. Students explore a variety of mediums, which include chocolate, pastillage, and cooked sugar.

LCBK250 – Externship I

(0/0/180)

6 credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

The externship is the final applied component of the Le Cordon Bleu Patisserie and Baking program. The student will have the opportunity to further develop and refine their skills with 180 hours of progressive industry experience alongside school approved food service professionals.

LCBK255 – Externship II

(0/0/180)

6 credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

This second course is required of all Patisserie and Baking students. The student will have the opportunity to further develop and refine their skills during this additional 180 hours of progressive industry experience alongside school approved food service professionals. Students may stay with the same site chosen for LCBK250, or they may explore an additional site.

GENERAL EDUCATION

COM166 – Interpersonal Communications

(50/0/0)

5 credits

Prerequisites: None

Students study the skills and techniques of effective communication and the application of those skills to their personal and professional lives. Topics include the processes and barriers for human communication, the role of self-perception, the effects of culture and gender on communication, verbal and nonverbal messages, group communication, public speaking and managing interpersonal conflict.

ENG121 – English Composition

(50/0/0)

5 credits

Prerequisites: None

This course provides an introduction to clear and effective writing with an emphasis on correct grammar, punctuation, spelling and word choice. Sentence structure, recognition and correction of common sentence errors and the effective use of reference tools are covered. Students will have the opportunity to practice composition skills through exercises and assignments that represent real-world tasks.

ENG221 – Writing Practical

(50/0/0)

5 credits

Prerequisites: None

This course focuses on the factors that make writing readable. Students will practice identifying the characteristics of “good” writing, and contrast clear, vivid written language with writing which is ineffective. Through lecture, class discussion, and writing assignments, students can learn to write well-crafted paragraphs, business correspondence, reports, policies and procedures. Emphasis is placed on appropriate structure, referencing and documentation.

MAT100 – College Math

(50/0/0)

5 credits

Prerequisites: None

This course teaches and reinforces basic mathematic skills and concepts utilized in everyday life. Topics include calculation of percentages, ratios and proportions and an introduction to algebra. Practical examples and problem-solving exercises are utilized to reinforce information discussed

PSY142 – Psychology

(50/0/0)

5 credits

Prerequisites: None

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Arts

**Offered at the Le Cordon Bleu campus in:
Scottsdale**

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Rounds man and Prep Cook.

The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace.

The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Practical	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 82.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM103	English and Communications	5.0
ENG101	Writing Fundamentals	5.0
HUM100	Introduction to Humanities	5.0
MTH123	College Math	5.0
PSY110	Social Psychology	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 107.0



ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Scottsdale

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit) culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator.

The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace.

The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts campus or from California Culinary Academy who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits 81.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM103	English and Communications	5.0
ENG101	Writing Fundamentals	5.0
HUM100	Introduction to Humanities	5.0
MTH123	College Math	5.0
PSY110	Social Psychology	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 106.0

BACHELOR OF ARTS DEGREE IN

Le Cordon Bleu Culinary Management – Online

Le Cordon Bleu College of Culinary Arts offers a Bachelor of Arts in Le Cordon Bleu Culinary Management completion program, also known as a 2 + 2 program, which is an extensive online program. The Le Cordon Bleu Culinary Management program is a 930 contact hour, 180 Quarter Credit culinary management training program with 90 of those Credits potentially transferring in from an Associate degree obtained in either Culinary Arts, Pâtisserie and Baking, or Hospitality and Restaurant Management, and may be completed in 60 or 84 weeks, excluding holidays and breaks. The program consists of academic and general education courses, and concludes with a capstone project.

Mode of Delivery

The College utilizes a proprietary Learning Management System (LMS) known as MyCampus. Virtual classrooms are designed to facilitate learning and may be comprised of learning activities that include one or more of the following:

- **Presentations:** Multimedia presentations introduce new concepts and are accessed by students asynchronously.
- **Discussion Forums:** Topic-based discussions are facilitated asynchronously by the instructor. Discussion forums provide students with the opportunity to respond to the instructor as well as to other students. The instructor may focus the discussion, highlight critical insights made by students, challenge the critical thinking of students, and propose alternative perspectives on a topic.
- **Chat Sessions:** Twice each week, the instructor holds a one-hour live (synchronous) chat session. The instructor uses these chat sessions to deliver a structured presentation. Chat sessions are recorded and archived so that students who are unable to attend the session synchronously may access it at their convenience.
- **Assignments:** Each assignment allows students the opportunity to demonstrate their knowledge and gain feedback from the instructor.
- **Group Project:** Students may have the opportunity to participate in group projects. Evaluation of the group projects will involve an analysis of the products as well as the group process. Students receive course textbooks and software through Words of Wisdom, LLC Schaumburg, Illinois, (866) 397-1726.

The following program is offered through the Scottsdale campus and is not offered in all states.

Program outcomes include:

- Develop the knowledge base necessary to oversee execution of organizational functions including; purchasing and inventory controls, food and wine operations, front-of-the-house operations, and basic principles of management.
- Apply management theory and leadership principles.
- To demonstrate the use of statistical analysis to aid in management decisions.
- Understand team dynamics and the role teams play in today's workforce.
- Develop an entrepreneurial view toward addressing current issues in the field of hospitality management.
- Develop leadership, interpersonal, and communication skills in managing human resources in diverse hospitality organizations.
- Demonstrate utilization of work-based projects that incorporate leadership, teamwork, and communication skill sets in the compilation of a management portfolio.
- Identify and apply sound financial management principles.
- Develop and apply principles or theories of hospitality business management while being able to execute customer service techniques.
- Develop an understanding of change and contemporary issues that need to be implemented and/or managed.
- Gain appreciation for the history, evolution, and international diversity of the hospitality industry.

Upon completion of this program, a graduate should have the workforce skills appropriate for a professional entry-level foodservice manager position in the hospitality/foodservice industry. There are employment opportunities in restaurants, resorts, hotels, and institutional establishments. These courses are designed to prepare the graduate for future management positions such as Kitchen Manager, Catering/Events Manager, Banquet Manager, General Manager, and Food and Beverage Manager. Success is dependent upon the student's efforts, abilities, and application of his or her school work. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBM300	Research and Writing	1.0
LCBM301	Hospitality Technology Systems	3.0
LCBM302	Wine and Beverage Management	3.0
LCBM310	Cost Control Analysis	3.0
LCBM320	Health Cuisine and Nutrition	3.0
LCBM330	Food Science	3.0
LCBM340	Business Ethics	3.0
LCBM350	The Art of the Event	3.0
LCBM360	Facilities Management	3.0
LCBM370	Supervision and Management	3.0
LCBM380	Gastronomy	3.0
LCBM430	Event Management	3.0
LCBM440	Hospitality Marketing Management	3.0
LCBM450	Hospitality Sales Management	3.0
LCBM460	Financial Management	3.0
LCBM470	Hospitality Strategic Management and Research	3.0
LCBM480	Customer Service	3.0
LCBM490	Small Business Development	3.0
LCBM499	Capstone Course	3.0
Total Required Core Curriculum Credits		55.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
ECO323	Economic Theory	5.0
ENV333	Environmental Science	5.0
HUM313	Food Culture and Ethnic Identity	5.0
POL473	Politics, Law and Society	5.0
PSY313	Organizational Psychology	5.0
SOC413	Beliefs, Attitudes and Ideologies	5.0
STAT303	Statistics	5.0
Total Required General Education Credits		35.0
Total Required Associate Degree Transfer Credits		90.0
Total Quarter Credits Required for Graduation		180.0

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Operations

This Le Cordon Bleu Culinary Operations program is a 1310 contact hour, 99 quarter credit culinary operations training program and may be completed in 84 weeks, excluding holidays and breaks. The program consists of culinary laboratory courses with an externship, academic and general education courses, and concludes with a capstone project. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management and operational principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, graduates should have the skills needed to begin their careers in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include entry-level supervisory positions, Food Operations Manager, Institutional Operations Manager, Kitchen Manager, Food Preparation Worker, Foodservice Manager, Restaurant Manager, Cook, Line Cook, and Roundsman. Graduates are encouraged to work toward upper management positions through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary. This hybrid program requires a combination of residential and distance education courses.

The following program is offered through the Scottsdale campus and is not offered in all states.

A student transferring from any Le Cordon Bleu College of Culinary Arts campus or from California Culinary Academy who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu in Culinary Operations.

Mode of Delivery for Distance Education Programs

The College utilizes a proprietary Learning Management System (LMS) known as MyCampus. Virtual classrooms are designed to facilitate learning and may be comprised of learning activities that include one or more of the following:

- Presentations: Multimedia presentations introduce new concepts and are accessed by students asynchronously.
- Discussion Forums: Topic-based discussions are facilitated asynchronously by the instructor. Discussion forums provide students with the opportunity to respond to the instructor as well as to other students. The instructor may focus the discussion, highlight critical insights made by students, challenge the critical thinking of students, and propose alternative perspectives on a topic.
- Chat Sessions: Twice each week, the instructor holds a one-hour live (synchronous) chat session. The instructor uses these chat sessions to deliver a structured presentation. Chat sessions are recorded and archived so that students who are unable to attend the session synchronously may access it at their convenience.
- Assignments: Each assignment allows students the opportunity to demonstrate their knowledge and gain feedback from the instructor.
- Group Project: Students may have the opportunity to participate in group projects. Evaluation of the group projects will involve an analysis of the products as well as the group process. Students receive course textbooks and software through Words of Wisdom, LLC.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC101	College Success for Online Programs	2.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC120	Culinary Foundations II	6.0
LCBC125	Cost Control and Purchasing	3.0
LCBC130	Culinary Foundations III	6.0
LCBC135	Nutrition	3.0
LCBC150	Baking and Pastry	6.0
LCBC210	Cuisine Across Cultures	6.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC225	Wine and Beverage	3.0
LCBC250	Externship I	6.0
LCBC299	Capstone Course	3.0
LCBH156	Food History	3.0
LCBH225	Food Service Operations	5.0
LCBH291	Dining Room Management	5.0
LCBH295	Restaurant Management	5.0
Total Required Core Curriculum Credits		74.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH115	General Education Mathematics	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		25.0
Total Quarter Credits Required for Graduation		99.0

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Hospitality and Restaurant Management – Online

The following program is offered through the
Scottsdale campus and is not offered in all states.

The Le Cordon Bleu Hospitality and Restaurant Management program is a 980 contact hour, 95 Quarter Credit culinary arts training program and may be completed in 60 or 84 weeks, excluding holidays and breaks. The program consists of academic and general education courses, and concludes with a capstone course.

Mode of Delivery

The college utilizes a proprietary Learning Management System (LMS) known as MyCampus. Virtual classrooms are designed to facilitate learning and may be comprised of learning activities that include one or more of the following:

- **Presentations:** Multimedia presentations introduce new concepts and are accessed by students asynchronously.
- **Discussion Forums:** Topic-based discussions are facilitated asynchronously by the instructor. Discussion forums provide students with the opportunity to respond to the instructor as well as to other students. The instructor may focus the discussion, highlight critical insights made by students, challenge the critical thinking of students, and propose alternative perspectives on a topic.
- **Chat Sessions:** Twice each week, the instructor holds a one-hour live (synchronous) chat session. The instructor uses these chat sessions to deliver a structured presentation. Chat sessions are recorded and archived so that students who are unable to attend the session synchronously may access it at their convenience.
- **Assignments:** Each assignment allows students the opportunity to demonstrate their knowledge and gain feedback from the instructor.
- **Group Project:** Students may have the opportunity to participate in group projects. Evaluation of the group projects will involve an analysis of the products as well as the group process. Students receive course textbooks and software through Words of Wisdom, LLC Schaumburg, Illinois, (866) 397-1726.

Program outcomes include:

- Demonstrate professional-level dining and beverage service techniques.
- Demonstrate sanitation principles as they apply to the hospitality industry.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the skills needed to begin his/her career in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include entry-level supervisory positions, Front Desk Clerk, Concierge, Front Desk Supervisor, Manager Trainee, Assistant Manager, Maitre d', Wine Steward, Assistant Catering Manager and Event Coordinator. Graduates are encouraged to work toward upper management positions through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC101	College Success for Online Programs	2.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC225	Wine and Beverage	3.0
LCBH100	Introduction to Hospitality Industry	3.0
LCBH115	Food Safety and Sanitation for Hospitality	3.0
LCBH151	Food Terminology	3.0
LCBH156	Food History	3.0
LCBH211	Information Technology Systems	3.0
LCBH221	Beverage Service Operations	3.0
LCBH225	Food Service Operations	5.0
LCBH231	Introduction to Tourism	3.0
LCBH241	Hotel and Lodging Operations	3.0
LCBH250	Hospitality Business Law	3.0
LCBH261	Club Management	3.0
LCBH270	Hospitality Leadership Systems	3.0
LCBH280	Hospitality Marketing	3.0
LCBH291	Dining Room Management	5.0
LCBH295	Restaurant Management	5.0
LCBH299	Capstone Course	3.0
Total Required Core Curriculum Credits		70.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH115	General Education Mathematics	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		25.0
Total Quarter Credits Required for Graduation		95.0

COURSE DESCRIPTIONS

For programs offered through Scottsdale

COURSE NUMBERING SYSTEM

Le Cordon Bleu College of Culinary Arts uses a course numbering system that consists of a three- or four-letter prefix followed by three numbers and indicates both the area of study and general freshman or sophomore level of the course.

Courses numbered 100-199 are generally taken during a student's first academic year.

Courses numbered 200-299 are generally taken during a student's second academic year.

Courses numbered 300-399 are generally taken during a student's third academic year.

Courses numbered 400-499 are generally taken during a student's fourth academic year.

Although the course number indicates the general level of study, courses may be completed out of sequence with a student's current study level, upon approval from the Executive Chef. The unit of credit is the semester/quarter credit hour.

Note: The institution reserves the right to reschedule any course that is selected by fewer than ten students. Due to course scheduling and student demand, not all courses are available or offered every block/module.

COM103 – English and Communications 5 Quarter Credits Prerequisite: None

This is an introductory course, which focuses on communication skills essential to career and personal growth. Emphasis is placed upon awareness of an adaptation to the audience, ethical responsibility and cultural diversity. Students are expected to progress in gradual stages, gaining an understanding of the communication process along with confidence and experience in numerous speaking, listening and small group interactions.

COM115 – Communication Methods 5 Quarter Credits Prerequisite: None

The course will emphasize the skills and techniques of effective communication and the application of those skills in a variety of contexts. Topics include the processes and barriers of human communication, the effects of self-perception, culture, gender, verbal and nonverbal messages on the process, and the impact of the communication process on teamwork and conflict. The course will provide students the opportunity to progress in gradual stages, gaining an understanding of the communication process along with confidence and experience in public speaking, listening and group interactions.

ECO323 – Economic Theory 5 Quarter Credits Prerequisite: None

Students will have the opportunity to learn the economic theories of supply and demand, the principles of scarcity, the allocation of resources and the organization of economic systems. Students explore forces shaping the economy such as market structures, financial institutions, government policies, unemployment, the national debt and the global market place.

ENG101 – Writing Fundamentals 5 Quarter Credits Prerequisite: None

This course will focus upon the writing process, including planning, developing, and revising. It is intended to improve the writing skills necessary to succeed in college and in future careers.

ENG105 – English Composition 5 Quarter Credits Prerequisite: None

This course will focus upon the writing process, including planning, development, and revision. Informative, narrative, and persuasive writing styles will be introduced. Additionally, composition principles including tone, grammar, punctuation utilization of effective research methods, source validity, and accurate methods of citation will be incorporated into the course.

ENV333 – Environmental Science 5 Quarter Credits Prerequisite: None

This course evaluates the effects of humans on the earth's ecosystem. Topics discussed may include ecology, human populations, pollution, energy consumption, the allocation of natural resources, and alternative forms of energy.

HUM100 – Introduction to Humanities 5 Quarter Credits Prerequisite: None

This course is designed to provide students with a comprehensive overview of the humanities. The emphasis of this class will be the examination of the major dimensions of art, literature, music and theater from the classical period to modern times as well as taking a critical and analytical look at enduring philosophical and religious themes from Eastern and Western perspectives.

**HUM313 – Food Culture and Ethnic Identity****5 Quarter Credits****Prerequisite: None**

This course is designed to provide students the opportunity to enhance their understanding of food and culture. Throughout history, humans have structured their lives around the search for food. Food is a powerful dimension in our consciousness as human beings and is one of the most distinctive expressions of an ethnic group or culture.

LCBC100 – College Success and Career Portfolio**1 Quarter Credit****Prerequisite: None**

This College Success class combines insight specific to both student success habits and gaining entry into the foodservice profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Resume, cover letter and reference page development for employment seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored, interviewing skills, stress management, time management and personal finance management are discussed.

LCBC101 – College Success for Online Programs**2 Quarter Credits****Prerequisite: None**

This College Success class combines insight specific to both online student success habits and gaining entry into the foodservice profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Resume, cover letter and reference page development for employment seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored, interviewing skills, stress management, time management and personal finance management are discussed.

LCBC105 – Food Safety and Sanitation**3 Credits****Prerequisite: None**

This course covers the principles of safe food handling, the types of hazards, and the most common causes of food borne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent food borne illness throughout the flow of food. Students will take a CFP/ANSI nationally accredited food safety exam for certification.

LCBC110 – Culinary Foundations I**4 Credits****Prerequisite: None**

In this introductory course to the culinary arts, students will have the opportunity to learn basic principles guiding professional introductory cooking techniques. Lecture topics will include the history of the foodservice industry, culinary terminology, standards of professionalism, organization of working kitchens and volume food preparation. Key components of the course include discussion of chef tools, commercial equipment and its intended uses. Basic food science principles, recipe use, menu genres, introduction to the elements of taste and flavor also drive daily lessons. The foundation for Le Cordon Bleu stocks and sauces are introduced in this class. The course also covers introduction to commercial kitchen cleaning and builds understanding for clean facilities as students complete their food safety and sanitation course.

LCBC122 – Culinary Foundations II**7 Credits****Prerequisites: LCBC105 and LCBC110**

This hands-on course builds on the techniques and principles presented in Culinary Foundations I. Students will have the opportunity to apply introductory level culinary techniques as a component of a Le Cordon Bleu culinary education. Classical knife cuts and French classical cuisine terminology is built upon in this hands-on course. Proper use of commercial equipment and understanding of measurement, formulas, and recipe adherence culminate a solid foundation for furthering basic competencies. Foundations include stocks, mother sauces, soups, vegetables, grains, and egg cookery, speed and accuracy. As with the entire Le Cordon Bleu curriculum desired sanitation, professionalism, and respect for the craft continue to enhance the student's educational experience.

LCBC125 – Cost Control and Purchasing**3 Quarter Credits****Prerequisite: None**

This course provides students with an understanding of cost control and purchasing as it applies to managing a professional foodservice operation. Lectures focus on the design and implementation of cost control measures and effective purchasing procedures. The budget on both a daily basis and a per event basis will be analyzed. Students will be exposed to a base understanding of profit and loss statements and how to track cost as it relates to the flow of food in various styles of industry establishments. Le Cordon Bleu curriculum components will include analysis of the benefits of fabrication versus value-added product purchasing and will encompass the student's individual industry goals with simulated business modeling exercises.

LCBC132 – Culinary Foundations III

7 Credits

Prerequisite: LCBC122

This course builds on the techniques and principles demonstrated in previous courses. Students will have the opportunity to develop skills in the identification, butchery, and fabrication used in cooking of a variety of meat and seafood products. Small sauce production, from the classical Le Cordon Bleu techniques taught earlier is enhanced in this stage of further advanced culinary training. Charcuterie methods including curing, smoking, forcemeats, and sausage production are introduced and practiced. Students will have the opportunity to apply introductory plating techniques utilized in the foodservice industry and may begin to realize their own style as the Le Cordon Bleu techniques become more familiar.

LCBC135 – Nutrition

3 Quarter Credits

Prerequisite: None

This course is an introductory course in the study of the principles of human nutritional needs. Current dietary guidelines, the function of nutrients, and dietary fads will be discussed. Students will be expected to examine menus and recipes for modifications to optimizing nutritional content and balance the current trends in nutritional study with classical Le Cordon Bleu cuisine techniques. Emphasis will be placed on the relationship between diet, health, disease, and how a food-science foundation can benefit not only immune-challenged populations, but the average healthy populations as well.

LCBC152 – Baking and Pastry

7 Credits

Prerequisites: LCBC105 and LCBC110

This course covers the fundamentals of baking and pastry arts, which include terminology, technology, equipment, measurement, and formula conversions. Different classical mixing methods along with standard recipe adherence principles, bakery sanitation and product storage is discussed. Students have the opportunity to produce a variety of rich, lean and laminated dough's, cakes, icings, cookies, tarts, quick breads, stirred and baked custards, frozen desserts, chocolates, candies and plated desserts. Industry applications are emphasized as described by both classical Le Cordon Bleu cuisine techniques and customer demand in the modern day bakery.

LCBC212 – Cuisine Across Cultures

8 Credits

Prerequisite: LCBC132 or Executive Chef consent

This hands-on lab course traces common global ingredients used in many regional dishes. It combines lecture, demonstration, production, and presentation as a means to explore other cultures through the understanding of global culinary heritages. The attitudes and tastes of the more global and knowledgeable customer sets a greater expectation of balance in a professional culinarian's repertoire. Students examine food in the context of culture, geography, history and that influences cuisines have had on each other.

LCBC215 – Hospitality Supervision and Entrepreneurship

5 Quarter Credits

Prerequisite: None

This course provides fundamental principles in business plan development with areas concentrating on hospitality financials, menu mechanics, staff training, and development of employees. The course also addresses current legal issues that employers face, how to schedule full- and part-time employees for staff retention and maximum scheduling efficiency, and the benefits of fixed, and variable cost management throughout the foodservice industry. Students in this course will have an opportunity through research to improve their understanding of the demands of managing people in today's diverse workforce.

LCBC222 – Catering and Buffets

7 Credits

Prerequisite: LCBC132

Introducing classical and contemporary garde manger techniques are emphasized in this course. Students prepare and serve food in a variety of settings. This hands-on production course covers three major areas in buffet and catering operations: business, preparation, and execution. The course approaches these operations in the areas of catering, theme parties, weddings, holidays, and special events. Additional topics include cyclical menu development and business aspects of a catering operation. Students will have an opportunity to combine kitchen skills with a sense of business and creativity. This course also provides an opportunity for students to find their own style and further their depth of knowledge regarding how to transition what they see in the kitchen and what the customer sees in delivering of the final product.

**LCBC225 – Wine and Beverage****3 Quarter Credits****Prerequisite: None**

This course provides the student with the foundations necessary to understand and appreciate alcohol beverage service, major profit center for the industry. Exploration into the various types of beverage service is emphasized. Focuses include wine, mixed drinks, coffees and teas, specialty beverages, and how a beverage type can identify an establishment. Students are instructed in the art of wine evaluation, food pairing, and a basic understanding of the geography and history of wine. Other key components of the course include discussions on the processes involved in wine and spirit making including distillation, pasteurization, and wood aging. The course shows the importance of responsible alcohol service and the management of the responsibility that stems from operating a foodservice establishment which operates with a liquor license.

LCBC232 – Contemporary Cuisine**4 Quarter Credits****Prerequisite: LCBC132 or Executive Chef consent**

This course will focus on the evolution of cuisine from classical methods to contemporary methods. Students will have the opportunity to broaden their sensory development and use critical thinking to formulate their own conclusions about flavor profiling. This course will also involve the exploration of culinary trends such as use of local ingredients, food preservation, and alternative diets through recipe design. Honing the technical skills and creative interpretation of plate presentation are among the applications highlighted in this course. Upon completion of this course, the student should be able to create and execute a nutritionally balanced menu that targets a particular customer profile with an emphasis on flavor, balance, and harmony while honoring the classical techniques even if using a more modern day delivery presentation.

LCBC240 – Restaurant Practical**8 Quarter Credits****Prerequisites: LCBC152, LCBC212 and LCBC222 or Executive Chef consent**

In this final on-campus course, students apply the skills taught throughout the curriculum. Students will be exposed to both front of the house and back of the house functions and discussion will focus on how the importance of understanding both areas balances a professionally run foodservice establishment. Students will complete their final skill-based practical exam during the course. Students may have the opportunity to demonstrate this understanding of restaurant service functions and professionalism at catered functions, by working in-school restaurant shifts or through participation in a simulated restaurant experience. Other activities that may be demonstrated or reviewed include tableside cooking, wine service presentation, cheese service presentation, or tableside salesmanship of coffees, teas, and after-dinner liquors.

LCBC250 – Externship I**6 Credits****Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.**

The externship is the final applied component of the Le Cordon Bleu culinary program. The student will have the opportunity to further develop and refine their culinary skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC255 – Externship II**6 Credits****Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.**

This second course is required of all certificate-seeking culinary arts students. The student will have the opportunity to further develop and refine their culinary skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals. Students may stay with the same site chosen for LCBC 250, or they may explore an additional site.

LCBC299 – Capstone Course**3 Quarter Credits****Prerequisites: All required program courses must be completed prior to taking LCBC299 and CGPA must be equal to or greater than 2.0**

This course provides students with the opportunity to integrate and apply learning from their previous courses of study in a comprehensive method.

LCBH100 – Introduction to the Hospitality Industry**3 Quarter Credits****Prerequisite: None**

This course is designed to serve as an overview and introduction to the hospitality industry. Students are introduced to the history of the hospitality industry including an overview of the size, scope, and impact. Each of the major segments of the hospitality industry is introduced. Current trends in hospitality are explored.

LCBH151 – Food Terminology**3 Quarter Credits****Prerequisite: None**

Students are introduced to key terminology surrounding food, foodservice equipment, and cooking techniques. Students are expected to identify food product and describe basic cooking styles and techniques properly.

LCBH156 – Food History

3 Quarter Credits

Prerequisite: None

This course explores the importance of food and foodservice throughout history, from prehistoric times to the present. The historical influence on modern foodservice is analyzed. Culinary trends are identified and discussed.

LCBH211 – Information Technology Systems

3 Quarter Credits

Prerequisite: None

This course provides an overview of PC-based information systems and technology applications used in the hospitality industry to support operations and management decision making. Topics include: hardware and software, data processing systems, input-output devices, storage devices. Students will have the opportunity to learn and use word processing and spread sheet programs.

LCBH221 – Beverage Service Operations

3 Quarter Credits

Prerequisite: None

This course introduces the rudiments of adult beverage service, recipes, bar design and functionality. Other topics include: marketing, promotions, legalities, licensing, cost control, and management.

LCBH225 – Food Service Operations

5 Quarter Credits

Prerequisite: None

Food Service Operations provides a comprehensive view of the size and scope of the food service industry as well as core operational elements inherent in all food service operations. Different segments of the food service industry are analyzed including: contract food service, dining operations, and hotel food service.

LCBH231 – Introduction to Tourism

3 Quarter Credits

Prerequisite: None

This course provides a comprehensive view of the travel and tourism industry, including the history of travel and tourism. Operating segments of the tourism industry are explored, as well as the role of hospitality within the touristic framework.

LCBH241 – Hotel and Lodging Operations

3 Quarter Credits

Prerequisite: None

This course presents the fundamental principles of lodging operations. Students are introduced to the history and scope of lodging industry as well as the organizational structure, and classification of different types of properties and the markets served. Course also addresses job positions within the hotel and the interconnected nature of different hotel departments.

LCBH250 – Hospitality Business Law

3 Quarter Credits

Prerequisite: None

This intensive course covers all aspects of business law as it relates to the hospitality industry. Topics discussed include: basic contracts, administrative law, government regulations, and legal concerns involving truth in advertising, contracts, and management ethics. Students have the opportunity to develop the knowledge and skills necessary to make informed decisions within professional and legal boundaries. Also, proficiencies in building progressive labor relations as a hospitality manager are offered.

LCBH261 – Club Management

3 Quarter Credits

Prerequisite: None

This course examines the history, purpose, and organization of private clubs with a focus on member expectations, service delivery methods, and organizational structure. An overview of club departments and the unique management challenges are explored.

LCBH270 – Hospitality Leadership Systems

3 Quarter Credits

Prerequisite: None

This course emphasizes the importance of leadership, decision making, motivation, power, and change within the organization. This unit is aimed at enhancing the students' effectiveness as members or leaders of the hospitality management industry.

LCBH280 – Hospitality Marketing

3 Quarter Credits

Prerequisite: None

This course introduces the planning, development, and management of marketing activities. Special topics include financial and marketing considerations unique to events in the hospitality environment.

LCBH291 – Dining Room Management

3 Quarter Credits

Prerequisite: None

This course serves to provide students with a complete overview of front-of-the-house operations. Students will receive instruction in all aspects of dining room management including: service theory, concept styles, and levels of service. Furthermore, the equipment and standards that are required and dictated by concept and restaurant ratings are discussed. Hiring, training, and managing to ensure quality service are also included.

LCBH295 – Restaurant Management

5 Quarter Credits

Prerequisite: None

The course focuses on the mission, organization, and service execution in a sit-down, full-service dining operation. Planning, scheduling, and forecasting are explained, as well as, basic restaurant layout and design.

**LCBH297 – Dining Room Management****5 Quarter Credits****Prerequisite: None**

This course serves to provide students with a complete overview of front-of-the-house operations. Students will receive instruction in all aspects of dining room management including: service theory, concept styles, and levels of service. Furthermore, the equipment and standards that are required and dictated by concept and restaurant ratings are discussed. Hiring, training, and managing to ensure quality service are also included.

LCBH299 – Capstone Course**3 Quarter Credits****Prerequisites: All required program courses must be completed prior to taking LCBH299 and CGPA must be equal to or greater than 2.0**

This course provides students with the opportunity to integrate and apply learning from their previous courses of study in a comprehensive method.

LCBK102 – Introduction to Pâtisserie and Baking Techniques**7 Credits****Prerequisite: None**

The course introduces the fundamental concepts, skills and techniques of basic baking. Special emphasis placed on the study of ingredient functions, product identification, and weights and measures as applied to baking. Students will have the opportunity to apply basic baking techniques in the preparation of cookies, cakes, muffins, tarts basic custards and petit fours. Traditional meringues, butter creams and Génoise sponge will be included.

LCBK112 – Baking Principles and Viennoiserie**7 Credits****Prerequisite: LCBK102**

Students will have the opportunity to develop the knowledge, skills and techniques required for the production and presentation of basic yeast products. Emphasis on the application of ingredient functions, product identification and recipe interpretation occurs throughout the module. Students will have the opportunity to apply their acquired understanding of basic baking concepts and techniques to the preparation of breads, enriched doughs and various artisan breads. Focus will also be given to phyllo dough, sweet dough, and Brioche; with emphasis on the method and production of Danish and croissant dough. Consistency of product, timing of production, and recipe development will be included.

LCBK122 – International Pâtisserie, Cake Formula and Assembly**7 Credits****Prerequisite: LCBK102**

Students will explore pâte à choux, stirred and baked custards, Bavarians and mousses. The fundamental production of classical European desserts, crêpes, soufflé, sabayon and frozen desserts are included. Students will also have the opportunity to develop the skills and understanding of creamed, two-stage, and foamed cake methods. The student will have the opportunity to gain practical experience in the production, assembly, finish and decoration of cakes with various fillings and icings.

LCBK212 – Advanced Pâtisserie and Chocolate Techniques**8 Credits****Prerequisites: LCBK112 and LCBK122**

This course focuses on concepts, procedures and techniques to produce plated desserts. The course emphasizes the preparation and assembly of finished desserts, tempering chocolate, sauce preparation, and garnishes. The course will also include a Market Basket practical given in the last week covering all aspects taught in previous Pâtisserie and Baking lab classes.

LCBK222 – Centerpiece and Cake Decoration Techniques**7 Credits****Prerequisite: LCBK212**

The course introduces students to the relevant concepts, procedures and techniques necessary to produce elaborate celebration cakes. The student will have the opportunity to develop skills in decorations made with pastillage, chocolate, gum paste, cooked sugar, nougatine and marzipan. Students will practice piping and décor appropriate to the production and decoration of wedding cakes.

LCBK232 – Advanced Showpiece and Confectionary Techniques**7 Credits****Prerequisite: LCBK222**

Through the demonstration and practical experience, students will have the opportunity to develop their artistic talents in the creation of candies, showpieces and centerpieces. Students explore a variety of mediums, which include chocolate, pastillage, and cooked sugar.

LCBK250 – Externship I**6 Credits****Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.**

The externship is the final applied component of the Le Cordon Bleu Pâtisserie and Baking program. The student will have the opportunity to further develop and refine their skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBK255 – Externship II**6 Credits**

Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Executive Chef.

This second course is required of all Pâtisserie and Baking students. The student will have the opportunity to further develop and refine their skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals. Students may stay with the same site chosen for LCBK250, or they may explore an additional site.

LCBM300 – Research and Writing**1 Quarter Credit***Prerequisite: None*

This course covers such topics as incorporating critical reading strategies, the elements of good writing, effective sentence skills, paragraph and essay structure. The course incorporates the use of literary analysis and research in the development of various writing styles.

LCBM301 – Hospitality Technology Systems**3 Quarter Credits***Prerequisite: None*

This course will offer the student the ability to understand information technology systems used in the hospitality industry. The point of sale, property management, and other hospitality management systems will be explored including: facility, accounting, and e-commerce.

LCBM302 – Wine and Beverage Management**3 Quarter Credits***Prerequisite: None*

This course introduces the history, science and varieties of alcoholic beverages essential for today's hospitality manager. Students will have the opportunity to gain an understanding of wines, beers and spirits; including the selling and marketing aspects of the beverage industry.

LCBM310 – Cost Control Analysis**3 Quarter Credits***Prerequisite: None*

This course focuses on the management aspects of planning, organizing, leading and controlling a hospitality establishment. Topics explored include purchasing and inventory control, accounting, and profitability.

LCBM320 – Health Cuisine and Nutrition**3 Quarter Credits***Prerequisite: None*

This course will focus on current nutritional aspects in the food industry. Emphasis will be placed on dietary modifications, menu design and alteration, ingredient selection, and function.

LCBM330 – Food Science**3 Quarter Credits***Prerequisite: None*

This course uses lecture and demonstrations to present the physical and chemical properties of food. Students will have the opportunity to discuss the relationship of these properties to food preparation techniques as they relate to health and nutrition.

LCBM340 – Business Ethics**3 Quarter Credits***Prerequisite: None*

This course examines the nature and value of morality in relation to business environments. Students will be exposed to theoretical situations and applied ethical constructs that shape and modify the business decision-making processes.

LCBM350 – The Art of the Event**3 Quarter Credits***Prerequisite: None*

Students explore the aesthetics, decorative elements, and the design process of special events. Students will also have the opportunity to discuss and create the different requirements as a case scenario for the various special events.

LCBM360 – Facilities Management**3 Quarter Credits***Prerequisite: None*

Students will have the opportunity to examine and evaluate the processes involved in the development, management, and maintenance of hospitality facilities and properties.

LCBM370 – Supervision and Management**3 Quarter Credits***Prerequisite: None*

This course will cover the transition from employee to supervisor. Management techniques will be studied on how to handle difficult employees at the same time as implementing motivational techniques. The student will have an opportunity to gain an understanding of employee training programs, counseling, the concept of discipline, performance appraisals, and the principles of wage and salary administration.

LCBM380 – Gastronomy**3 Quarter Credits***Prerequisite: None*

This course will explore the study of food through diverse questioning, both historic and contemporary, to understand the relevance within our society and cultures. Topics will include: cultural meanings of food, influences around what we eat and why, changes in meals and mealtimes, drinking habits today versus yesteryear, and the evolution of cuisine, cookbooks and authors. Students will be expected to complete a gastronomy research project as part of the course.

LCBM430 – Event Management**3 Quarter Credits***Prerequisite: None*

This course will concentrate on established standards, techniques, and practices of event management. The focus will be on social and business functions, and the management of large scale, independent events, such as catering events. Topics will include: research, design, planning, coordination and evaluation of special events management,

**LCBM440 – Hospitality Marketing Management**

3 Quarter Credits

Prerequisite: None

Students address the principles of sales and marketing management as they apply to international hotel and resort business. The course explores the analysis, planning, and control of the sales and marketing function. Emphasis is placed on the procedures and techniques of decision making relative to marketing challenges.

LCBM450 – Hospitality Sales Management

3 Quarter Credits

Prerequisite: None

This class will focus on sales within the hospitality industry, specifically persuasive presentations, customer orientation, adaptive selling, relationship marketing, and value sales skills. The course involves an extensive study of personal selling to encourage the development of sales skills.

LCBM460 – Financial Management

3 Quarter Credits

Prerequisite: None

The course integrates the areas of financial accounting, managerial accounting, and finance and applies the interpretive and analytical skills of each to hospitality industry situations. Course topics will expose students to the analysis and interpretation of financial statements and operating reports, the budgeting and forecasting process, the application of C-V-P and other decision models to hospitality operations, operating agreements, capital investment analysis, financial feasibility, and valuation.

LCBM470 – Hospitality Strategic Management and Research

3 Quarter Credits

Prerequisite: None

This course will concentrate on the manager's role in developing balanced and strategic decisions. Practical aspects will be considered through case study analysis and research.

Topics will include: acquisition, development, and management of financial resources (such as people, knowledge, and capital), while maintaining successful relationships with external stakeholders.

LCBM480 – Customer Service

3 Quarter Credits

Prerequisite: None

This course will provide the student the opportunity to learn how to provide effective customer service and handling customer challenges; while maintaining a professional image. Actual hospitality cases will be studied and customer service solutions will be developed through individual assignments and group discussions.

LCBM490 – Small Business Development

3 Quarter Credits

Prerequisite: None

This course will concentrate on techniques and practices of successful small business managers. Topics will include: development and effective management of a small business, essential start-up lessons, writing a business plan, obtaining finance, and understanding legal business forms.

LCBM499 – Capstone Course

3 Quarter Credits

Prerequisites: All required program courses must be completed prior to taking the LCBM499 and CGPA must be equal to or greater than 2.0

This course provides students with the opportunity to integrate and apply what was taught from their previous courses of study in a comprehensive method.

LIT215 – Topics in Literature

5 Quarter Credits

Prerequisite: None

This course will examine modern short stories, poems, plays, and film adaptations selected to reflect recurring universal themes. Readings will highlight key literary terms and conventions. The course will provide the opportunity for students to read, write, and discuss the impact of literature on their lives.

MTH115 – General Education Mathematics

5 Quarter Credits

Prerequisite: None

This course will investigate historical and contemporary topics in mathematics as an introduction to the thinking processes developed in the field. The topics will introduce the student to both the logical and precise nature of mathematics, as well as its creative, investigative and imaginative side. The focus of the course is on mathematical reasoning and solving of real-life problems. Topics included will be chosen from, but not limited to, the following: linear programming, finance, and statistics.

MTH123 – College Math

5 Quarter Credits

Prerequisite: None

This course is designed to teach mathematical concepts that are a basic necessity for dealing with contemporary problems and issues. The course provides students with the opportunity to learn mathematical systems, work with sets of numbers, and solve problems through logic.

POL473 – Politics, Law, and Society

5 Quarter Credits

Prerequisite: None

This course examines the interrelatedness of politics, law and society, with a focus on public opinion, legislation and regulations, and the influence of mass media on decision-making processes.

PSY105 – Psychology

5 Quarter Credits

Prerequisite: None

This course provides a general overview of the science of psychology and human behavior. Topics covered include the fundamentals of critical thinking, the human mind, effects of environment, and mental health.

PSY110 – Social Psychology

5 Quarter Credits

Prerequisite: None

This course examines the social factors that influence individual and group behavior; with a focus on attitude formation and development, social cognition and perception, interpersonal relations, social influences, and conformity.

PSY313 – Organizational Psychology

5 Quarter Credits

Prerequisite: None

This course examines psychological issues associated with organizational structures and processes. Topics include human relations and interaction, communication, motivation, ethical and moral behavior, hierarchies, leadership, and role definition within organizations.

SOC413 – Beliefs, Attitudes, and Ideologies

5 Quarter Credits

Prerequisite: None

This course examines the formation, adaptation, maintenance, and function of attitudes and beliefs. The course explores a variety of decision-making processes, assumptions, opinions, judgments, and ideologies are analyzed to determine their relation to individual and group behavior and identity.

STAT303 – Statistics

5 Quarter Credits

Prerequisite: None

This course examines the role of statistics in many aspects of everyday life. The course explores a variety of real examples and uses case studies to build a better understanding of statistical analysis.

ADMISSIONS INFORMATION

ADMISSIONS POLICY

Students should apply for admission as soon as possible in order to be accepted for a specific program and start date.

All applicants are required to complete a personal interview with an admissions representative, either in person or by telephone, depending upon the distance from the school. Parents and/or significant others are encouraged to attend. This gives applicants and their families an opportunity to see and learn about the school's equipment and facilities and to ask questions relating to the school's curriculum and career objectives. Personal interviews also enable school administrators to determine whether an applicant is a strong candidate for enrollment into the program.

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Miami, Orlando, Portland, Scottsdale, Seattle, St. Louis

In addition, each applicant must:

- Complete an Application form
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, applicable enrollment documents must also be signed by a parent or guardian)
- Possess a standard high school diploma or recognized equivalent, or completion of a home education program pursuant to the requirements of the state of residence
- Sign a request for high school or GED transcript (and official college transcripts, where applicable)
- Pass the Wonderlic Exam
- Complete financial aid forms (if applicant wishes to apply for financial aid)
- Pay the application fee (non-refundable unless applicant is denied admission or cancels application within three [3] business days of the school's receipt of the application and fee)

The school reserves the right to reject applicants if the items listed above are not successfully completed.

California Culinary Academy and for the Le Cordon Bleu campuses in: Los Angeles, Sacramento

In addition, each applicant must:

- Complete an Application form
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, applicable enrollment documents must also be signed by a parent or guardian)
- Possess a standard high school diploma or recognized equivalent, or completion of a home education program pursuant to the requirements of the state of residence
- Sign a request for high school or GED transcript (and official college transcripts, where applicable)
- Pass the Wonderlic Exam
- Complete financial aid forms (if applicant wishes to apply for financial aid)
- Pay the application fee (non-refundable unless applicant is denied admission or cancels application as per the State of California cancellation policy)

The school reserves the right to reject applicants if the items listed above are not successfully completed.

For the Le Cordon Bleu campus in: Minneapolis/St. Paul

In addition, each applicant must:

- Complete an Application form
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, applicable enrollment documents must also be signed by a parent or guardian)
- Possess a standard high school diploma or recognized equivalent, or completion of a

home education program pursuant to the requirements of the state of residence

- Sign a request for high school or GED transcript (and official college transcripts, where applicable)
- Pass the Wonderlic Exam
- Complete financial aid forms (if applicant wishes to apply for financial aid)
- Pay the application fee (non-refundable unless applicant is denied admission or cancels application within three [3] business days of the school's receipt of the application and fee)
- Copy of his/her immunization record

For online programs offered through Scottsdale

Bachelor's Completion Program Requirements

- Complete an Application for Admissions form
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, the enrollment agreement must also be signed by a parent or guardian)
- A copy of official transcripts before matriculation that must show the student has earned an Associate or higher-level degree from an accredited postsecondary educational institution, recognized by the U.S. Department of Education (or the foreign equivalent), and that the degree granted is in a culinary related field of study. A student must have taken 10 Quarter Credits of academic general education at an accredited postsecondary educational institution, recognized by the U.S. Department of Education that includes courses in written and oral communications or proficiency exam.
- Financial aid forms (if applicant wishes to apply for financial aid)
- Pay the application fee (non-refundable unless applicant is denied admission or

cancels application within three (3) days of the school's receipt of the application and fee)

An initial Application for Admission into our completion program must be accompanied by copies of all postsecondary academic transcripts for evaluation prior to receiving final acceptance into the program. Official transcripts must be requested to be sent to Le Cordon Bleu College of Culinary Arts at the time of application and received prior to matriculation into the program. The following culinary related Associate degree programs are deemed appropriate for acceptance into the Bachelor's Completion Program:

- Culinary Arts
- Pâtisserie and Baking
- Restaurant Management
- Culinary Arts and Restaurant Ownership
- Culinary Arts – Culinary Skills and other related culinary arts specific programs as deemed appropriate by the institution.

Le Cordon Bleu Culinary Operations Associate Program Requirements

The associate degree programs are limited to graduates of a Le Cordon Bleu Certificate in Culinary Arts who have earned a GPA of 2.0 or higher per course. Applicants to associate degree programs, who believe they have earned an equivalent degree, must submit official transcripts to the school's Associate Registrar and will be reviewed by the Executive Chef for evaluation and eligibility decision. A student who has earned a grade below 2.0 in a pre-requisite course will need to be enrolled and complete an equivalent course earning a course grade of 2.0 or higher prior to enrollment into an associate degree program.

APPLICATION FEE WAIVER POLICY

Application fees are waived under the following circumstances:

- For students who have previously paid an application fee at a Career Education owned school and that was not refunded;
- For a prior graduate from any Career Education Corporation owned school;

- For a prospective student who is active duty military/veterans/reserve or spouse/dependent of active duty military; or
- For a prospective student who is eligible for Native American tribal education benefits.

PROOF OF HIGH SCHOOL GRADUATION

Le Cordon Bleu College of Culinary Arts and California Culinary Academy require each candidate to furnish proof of high school graduation, a General Educational Development Certificate (GED), or its equivalent, or other acceptable proof of graduation from a valid institution providing secondary education, or equivalent of such graduation, no later than the start date. Acceptable documentation of high school graduation or its equivalency may include a copy of a high school transcript or diploma, GED transcript or certificate, a conferred college degree from a nationally or regionally accredited institution, college transcript, or other official written verification that demonstrates high school graduation or equivalency. Any documents from countries outside the United States of America will be evaluated by a third-party. In these cases, the documents must be received by Le Cordon Bleu College of Culinary Arts or California Culinary Academy by the start date. Students who fail to provide a valid proof of high school graduation will be subject to cancellation.

WONDERLIC EXAM

Applicants applying to Le Cordon Bleu College of Culinary Arts or California Culinary Academy must take the Wonderlic® Scholastic Level Exam (SLE). Students applying from outside the campus' region who are not available for immediate onsite testing may be required to take the Wonderlic® Scholastic Level Exam Quick test (SLE-Q).

In addition, in order to be eligible for acceptance, applicants must achieve the following minimum scores on the SLE or receive a passing score on the SLE – Q prior to starting a program:

ED00001854

Le Cordon Bleu Certificate Programs: 12

Le Cordon Bleu Associate of Science/ Occupational Studies Programs: 14

Applicants are to take the SLE or SLE-Q following the completion of their enrollment. Applicants have the opportunity to retake the exam an additional three times if necessary.

A second attempt can be made a minimum of thirty (30) minutes after the first attempt.

A third attempt can be made a minimum of thirty (30) days after the first attempt.

A fourth and final attempt can be made a minimum of one (1) calendar year after the first attempt.

Those applying to a certificate program, who have earned an associate degree or higher from an accredited institution recognized by the U.S. Department of Education, and have provided official copies of their transcripts, will be exempt from taking the Wonderlic® exam.

Those applying to an associate degree program, who have earned a bachelor degree or higher from an accredited institution recognized by the U.S. Department of Education and have provided official copies of transcripts, will be exempt from taking the Wonderlic® exam.

International students are exempt from taking the Wonderlic® Exam.

21-DAY STUDENT READINESS OPPORTUNITY

Le Cordon Bleu College of Culinary Arts and California Culinary Academy participate in the Foundation for Educational Success Standards of Responsible Conduct and Transparency. As a result, during the 2013 calendar year a 21 Day Student Readiness Opportunity will be implemented for undergraduate students enrolling at Le Cordon Bleu College of Culinary Arts or California Culinary Academy for the first time. During the first 21 days of enrollment at Le Cordon Bleu College of Culinary Arts or California Culinary Academy, the student will receive feedback about his or her preparedness to engage in college-level work. This feedback will be based upon a



review of the student's attendance, quality of work, and/or performance on assignments and assessments. The 21 Day Student Readiness Opportunity will be available only for the first term of undergraduate enrollment at Le Cordon Bleu College of Culinary Arts or California Culinary Academy.

At Le Cordon Bleu College of Culinary Arts and California Culinary Academy, we believe student performance during the first 21 days of enrollment is a more relevant indicator of a student's ability to succeed than is a single exam score. Therefore, when the 21 Day Student Readiness Opportunity is introduced, the Wonderlic entrance exam may be eliminated as an admission requirement, with the exception of campuses located in the State of Georgia. However, academic placement testing will continue to be a requirement for entry into certain programs of study.

Applicants who were denied admission based on their Wonderlic exam results prior to the implementation of the 21 Day Student Readiness Program will be welcome to apply for admission under the new policy. In these cases, the application fee will be waived if an application fee was previously paid and not refunded.

Please refer to the catalog addendum to determine the date upon which the 21 Day Student Readiness Opportunity period has become effective.

ARTICULATION AGREEMENTS

California Culinary Academy and Le Cordon Bleu College of Culinary Arts in Los Angeles

An Articulation Agreement exists between these campuses and Le Cordon Bleu College of Culinary Arts in Scottsdale. This agreement is a collaboration between the Associate of Occupational Studies Degree in Culinary Arts offered by Le Cordon Bleu College of Culinary Arts in Los Angeles and California Culinary Academy into the Bachelor of Arts in Le Cordon Bleu Culinary Management at Le Cordon Bleu College of Culinary Arts in Scottsdale.

Le Cordon Bleu College of Culinary Arts in Sacramento

Le Cordon Bleu College of Culinary Arts in Sacramento has not entered into an articulation or transfer agreement with any other college or university.

CRIMINAL CONVICTION POLICY

In an effort to maintain a safe educational and working environment for students and staff, Le Cordon Bleu College of Culinary Arts and California Culinary Academy do not accept applicants who are known to have certain types of criminal convictions in their backgrounds. Admitted students who are discovered to have misrepresented their criminal conviction history to Le Cordon Bleu College of Culinary Arts or California Culinary Academy are subject to immediate dismissal. Similarly, students who commit certain types of crimes while enrolled are subject to immediate dismissal. As such, students convicted of any criminal offense while enrolled must report that conviction to the school within ten (10) days of receiving the conviction. Students who fail to report a criminal conviction while enrolled are subject to immediate dismissal. Le Cordon Bleu College of Culinary Arts and California Culinary Academy reserve the right to conduct criminal background checks on applicants and students in circumstances deemed appropriate.

ENGLISH PROFICIENCY

Le Cordon Bleu College of Culinary Arts and California Culinary Academy do not provide English-as-a-second language instruction. Students are required to speak English in classes that are taught in English. Students whose native language is not English are required to provide proof of English proficiency by one of the following:

- Test of English as a Foreign Language (TOEFL) with an Internet-Based Test (iBT) score of 61 or higher, Paper-Based Test score of 500 or higher, or Computer-Based Test (CBT) score of 173
- Advance Placement International English Language (APIEL) with a score of 173 or higher

- International English Language Testing System (IELTS) with a level of 6 or higher
- A grade of C or better in an intermediate ESL course
- Graduation from an English-speaking secondary institution
- Evidence of having completed 12 semester hours or 18 quarter hours with at least a C (70%) average at a postsecondary institution in which English was the language of instruction

Students or Graduates who have been previously enrolled in a Le Cordon Bleu Spanish program who chose to transfer to a non-Spanish program will need to meet the English Proficiency requirements.

ADMISSIONS PROCEDURES FOR INTERNATIONAL STUDENTS

California Culinary Academy and for the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Los Angeles, Miami, Minneapolis /St. Paul, Orlando, Portland and Scottsdale

International students who are eligible for the issuance of an I-20 may enroll directly into an Associate degree at the Non-Resident tuition and fee level. International students are exempt from taking the Wonderlic[®] Exam. No English language services are provided by the school. Instruction is conducted in English.

Le Cordon Bleu College of Culinary Arts in Sacramento

No assistance is offered by the school with regard to applying for a visa and charges incurred related to this process are the responsibility of the applicant. The school is not authorized under federal law to enroll non-immigrant students. No English language services are provided by the school. Instruction is conducted in English.

NON-DISCRIMINATION

The school admits students without regard to race, gender, sexual orientation, religion, creed, color, national origin, ancestry, marital status, age, disability, or any other factor prohibited by law.

RE-ENTERING STUDENTS

Students who have previously attended Le Cordon Bleu College of Culinary Arts or California Culinary Academy but did not graduate, and are returning within 364 days of their last date of attendance, at a minimum will be subject to the following admission requirements and procedures as new applicants: Enrollment Agreement, General Student Disclosure Form, Programmatic Disclosure Form (as applicable), Background check and be required to take the Wonderlic SLE or SLE-Q exam. Payment of the application fee is not required. Additional Financial Aid forms may also be required for those wishing to apply for financial aid. Students planning to return to the institution in a program of study that is different from the one they previously attended may be subject to additional admissions requirements.

Students who have previously attended Le Cordon Bleu College of Culinary Arts or California Culinary Academy but did not graduate, and whose recorded last date of attendance is greater than 364 days, are subject to all admission requirements in effect at the time of re-entry.

All re-entering students will be charged the rate of tuition and fees in effect at the time of re-entry.

POLICY ON FORGED/ALTERED ACADEMIC DOCUMENTS FROM FOREIGN INSTITUTIONS

Foreign and Domestic Documents

Le Cordon Bleu College of Culinary Arts and California Culinary Academy follow strict policies concerning academic integrity. Students with foreign educational credentials must submit authentic foreign academic documents from all upper-secondary and postsecondary educational institutions. Foreign educational credentials will be verified through an approved foreign credential evaluation agency. Foreign credentials will be screened to ensure they are equivalent to a high school diploma.

Forged Documents

Any forged/altered academic document, foreign or domestic, submitted by a prospective student will be retained as property of the school and will not be returned to the prospective student. These students will not be considered for admission. If the situation occurs that a student is already attending classes at Le Cordon Bleu College of Culinary Arts or California Culinary Academy and verification of forged credentials arrives, the following applies: If the forged document was used to admit the student, and the absence of that credential would make the student inadmissible, the student will be dismissed from the institution. If the forged document was not used to admit the student, but was used to gain possible transfer credit, the student may be dismissed from school or placed on probation and any transfer credit already awarded from the forged credential will be taken away.

FINANCIAL AID INFORMATION

FINANCIAL ASSISTANCE

Financial Aid is available for those who qualify. Le Cordon Bleu College of Culinary Arts and California Culinary Academy participate in a variety of financial aid programs for the benefit of students. Students must meet the eligibility requirements of these programs in order to participate. Le Cordon Bleu College of Culinary Arts and California Culinary Academy administer financial aid programs in accordance with prevailing federal and state laws and its own institutional policies. Students are responsible for providing all requested documentation in a timely manner. Failure to do so could jeopardize the student's financial aid eligibility. In order to remain eligible for financial aid, students must maintain satisfactory academic progress as defined in this catalog.

It is recommended that students apply for financial aid as early as possible in order to allow sufficient time for application processing. Financial aid must be approved, and all necessary documentation completed, before the aid can be applied toward tuition and fees. Financial aid is awarded on an award year basis; therefore, depending on the length of the program it may be necessary to re-apply for aid for each award year. Students may have to apply for financial aid more than once during the calendar year, depending on their date of enrollment. Students who need additional information and guidance should contact the Financial Aid Office.

HOW TO APPLY

Students who want to apply for federal aid (and state aid, if applicable) must complete a Free Application for Federal Student Aid (FAFSA) each year. This application is available on-line at Le Cordon Bleu College of Culinary Arts' or California Culinary Academy's website (www.chefs.edu) or at <http://fafsa.ed.gov>. The FAFSA applications are processed through the Department of Education and all information is confidential. Students must be accepted at Le Cordon Bleu College of Culinary Arts or

California Culinary Academy before financial aid packages can be estimated and processed. In addition to the catalog, tuition and fee information can also be found on the Le Cordon Bleu website.

DISBURSEMENT OF TITLE IV CREDIT BALANCE (BOOKS)

Regulations require that certain Pell Grant eligible students be provided by the 7th day of classes a means to obtain or purchase required books and supplies. This provision is available only to students who have submitted all required title IV financial aid paperwork at least 10 days before the beginning of classes and who are anticipated to have a credit balance, and is subject to certain other conditions. The amount advanced (or books provided) to eligible students for such purchases is the lesser of: the standard estimated book costs used in the school's Cost of Attendance, or the student's anticipated Title IV credit balance for the block/ module (excluding Stafford Loans for first year- first time borrowers). Determination of delivery of books or of the credit balance is determined by the school.

Students may opt out of using the way the school has chosen to fulfill this requirement, simply not accepting the books or credit balance. However, keep in mind that opting out does not require the school to provide the student with an alternative delivery method.

Books and supplies are billed to the student's account each payment period. Books, kits, and uniforms are provided by the second day of class to registered students who have submitted all required FA paperwork.

FINANCIAL AID PROGRAMS

Federal Pell Grant

This grant program is designed to assist needy undergraduate students who desire to continue their education beyond high school. Every student is entitled to apply for a Federal Pell Grant. Eligibility is determined

by a standard federal formula, which takes into consideration family size, income and resources to determine need. The actual amount of the award is based upon the cost of attendance, enrollment status, and the amount of money appropriated by Congress to fund the program. The Federal Pell Grant makes it possible to provide a foundation of financial aid to help defray the cost of a postsecondary education. Unlike loans, the Federal Pell Grant does not usually have to be paid back.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is a grant program for undergraduate students with exceptional need with priority given to students with Federal Pell Grant eligibility. The federal government allocates FSEOG funds to participating schools. This is a limited pool of funds and the school will determine to whom and how much it will award based on federal guidelines. Often, due to limited funding, FSEOG award resources are exhausted early in the year.

LOANS

Federal Student and Parent Loans

The Department's major form of self-help aid includes loans to students and parents through the William D. Ford Federal Direct Loan (Direct Loan) Program. Direct Loans include Federal Stafford, Federal Parent-PLUS, Federal Grad-PLUS and Federal Consolidation Loans and are available through the U.S. Government.

Federal Direct Stafford

Federal Direct Stafford loans are low-interest loans that are made to the student. The loan must be used to pay for direct (tuition and fees, books and supplies) and indirect (room, board, transportation and personal expenses) education related expenses. Subsidized loans are based on need while unsubsidized loans are not. Repayment begins six months after the student graduates, withdraws from school, or falls below half-time enrollment status.



Federal Direct Parent-PLUS

The William D. Ford Federal Direct Parent -PLUS loan is available to parents of dependent undergraduate students. These loans are not based on need but when combined with other resources, cannot exceed the student's cost of education. A credit check on the parent borrower is required and either or both parents may borrow through this program. Repayment begins within 60 days of final disbursement of the loan within a loan period. However, parents may request a deferment of payments while the student is attending at least half time.

Federal Work Study (FWS)

FWS is a financial aid program designed to assist students in meeting the cost of their education by working part-time while attending school. Positions may either be on-campus, off-campus, or community service related. A candidate must demonstrate financial need to be awarded FWS. The number of positions available may be limited depending upon the institution's annual funding allocation from the federal government.

Private Loans

Some lending institutions offer loans to help cover the gap between the cost of education and the amount of federal aid eligibility. A co-signer may be required to meet the program's credit criteria. Interest rates are variable and are typically based on the prime rate or the Treasury bill rate. Contact the specific lender for more information.

STATE GRANTS/STATE SCHOLARSHIPS

California Culinary Academy and Le Cordon Bleu College of Culinary Arts in Los Angeles: California State Grants A, B, C
Cal Grant awards are state-funded monetary grants given to students to help pay for college expenses. The awards do not have to be paid back.

How to Apply for a Cal Grant Entitlement Award

Step One: Fill out and submit a Free Application for Federal Student Aid (FAFSA).

The FAFSA form is a federal form that must be filed by any student who wants to be considered for college financial aid. For a Cal Grant, the FAFSA must be completed and filed with the federal processor by March 2nd of each year. Step Two: File a verified grade point average (GPA) with the California Student Aid Commission by no later than March 2nd.

Chafee Grant

The California Chafee Grant Program gives free money to foster youth and former foster youth to use for vocational school training or college courses.

Le Cordon Bleu College of Culinary Arts in Las Vegas

Nevada Student Incentive Grant

The Nevada State Incentive Grant is a state grant program available to Nevada residents with exceptional need with priority given to students with Federal Pell Grant eligibility. The student must be a U.S. citizen or permanent resident, maintain Satisfactory Academic Progress, not owe on any past grants and/or defaulted on past student loans, and sign a statement concerning compliance with educational purpose. This is a limited pool of funds and the college will determine to whom and how much it will award, based on state guidelines. Often, due to limited funding, Nevada State Incentive Grant award resources are exhausted early in the year.

For the Le Cordon Bleu campuses in: Miami, Orlando

State Grants

These grants, administered by the Florida State Department of Higher Education, provide financial assistance to qualified students who reside in Florida. These grants are based on the student's estimated family contribution and the availability of state funds.

José Martí Scholarship Challenge Grant Fund

The José Martí Scholarship Challenge Grant Fund is a need-based merit scholarship that provides financial assistance to eligible students of Hispanic origin who will attend

Florida public or eligible private institutions. Applicants for undergraduate study must apply during their senior year of high school. Graduate students may apply, but priority for the scholarships is given to graduating high school seniors. The number of new awards made each year is subject to contributions from private sources and funds appropriated by the Florida Legislature.

Robert C. Byrd Honors Scholarship Program

The Robert C. Byrd Honors Scholarship Program was established by the United States Congress to provide scholarships to outstanding high school seniors who show promise of continued academic achievement. This program is offered through the U.S. Department of Education and administered by the Florida Department of Education (FDOE), Office of Student Financial Assistance (OSFA). Program funds may be used at eligible institutions outside the state of Florida.

Florida Student Assistance Grant Program

The Florida Student Assistance Grant (FSAG) Program is a need-based grant program available to degree-seeking, resident, undergraduate students who demonstrate substantial financial need and are enrolled in participating postsecondary institutions.

- The Florida Public Student Assistance Grant is available to students who attend state universities and public community colleges.
- The Florida Private Student Assistance Grant is available to students who attend eligible private, non-profit, four-year colleges and universities.
- The Florida Postsecondary Student Assistance Grant is available to students who attend eligible degree-granting private colleges and universities not eligible under the Florida Private Student Assistance Grant.
- The Florida Public Postsecondary Career Education Student Assistance Grant is available to students who attend participating community colleges or career centers operated by district school boards. See the separate fact sheet for additional

information. FSAG is a decentralized program, and each participating institution determines application procedures, deadlines, student eligibility, and award amounts.

Florida Bright Futures Scholarship Program

The Florida Bright Futures Scholarship Program establishes three lottery-funded scholarships to reward Florida high school graduates for high academic achievement. The Florida Bright Futures Scholarship Program is comprised of the following three awards:

- Florida Academic Scholars Award (FAS) (including Academic Top Scholars)
- Florida Medallion Scholars Award (FMS)
- Florida Gold Seal Vocational Scholars Award (GSV)

Scholarships for Children and Spouses of Deceased or Disabled Veterans and Service Members

The Scholarships for Children and Spouses of Deceased or Disabled Veterans and Service Members (CSDDV) provides scholarships for dependent children or unremarried spouses of Florida veterans or service members who died as a result of service-connected injuries, diseases, or disabilities sustained while on active duty or who have been verified by the Florida Department of Veterans' Affairs as having service-connected 100% total and permanent disabilities. This program also provides funds for dependent children whose parent is classified as a prisoner of war or missing in action by the Armed Forces of the United States or as a civilian personnel captured while serving with the consent or authorization of the United States Government during wartime service. Veterans must have been Florida residents for one year immediately preceding time of death, determination of 100% disability, or prisoner of war/missing in action classification. This program provides funds for tuition and registration fees at a public postsecondary institution or the equivalent at an eligible private postsecondary institution.

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Minnesota State Grant

This grant program, administered by the Minnesota Office of Higher Education, provides financial assistance to qualified students who reside in Minnesota. Funding is based on availability of state funds.

Le Cordon Bleu College of Culinary Arts in Portland

State Student Scholarships/Grants

For information concerning available scholarships and grants in their State of residence, students can contact the Federal Student Aid Information center at (800)4FEDAID or via the web at <http://federalstudentaid.ed.gov/students.html>. For a detailed list of available private scholarships, students should contact the Student Finance Department.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Arizona Private School Association Scholarship

Each spring, the Arizona Private School Association awards two \$1000 Scholarships to every High School in Arizona. The Arizona Private School Association has awarded 100+ scholarships yearly to local high schools. Applications for scholarships are available from the APSA office or any high school counseling office. Scholarships are for graduating students from Arizona and the high school determines the recipients of the Awards.

BLEU GRANT

Le Cordon Bleu College of Culinary Arts and California Culinary Academy offer institutional grants to students who have unmet financial need and are enrolled in one the following programs: Certificate/ Diploma in Le Cordon Bleu Culinary Arts, Certificate/ Diploma in Le Cordon Bleu Pâtisserie and Baking, Associate in Le Cordon Bleu Culinary Arts, Associate in Le Cordon Bleu Pâtisserie and Baking.

Grants may range from \$50 to \$7,618. Students will be considered for the grant upon completion of the admissions application process and the financial aid application process, in addition to completing a Bleu Grant Application. Applicants must provide an essay on why they are committed to completing their program. Application and essay must be submitted by the end of the add/drop period. Documentation is reviewed by the Grant Committee for approval. The BLEU Grant cannot be combined with any other Le Cordon Bleu grant or scholarship. The College makes available a limited amount of money each year for such grants. Once it is determined that available funding is exhausted, grants will not be available to otherwise eligible students. If a student receives supplemental funding after the BLEU Grant has been awarded, it may be reduced based off of need calculations. For 2013, \$10,033,547 has been budgeted for the BLEU Grant.

LE CORDON BLEU MILITARY GRANT

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*

Le Cordon Bleu has established a Military Grant** for our Active Duty, Drilling National Guard and Drilling Reservist Service Members of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of \$2,000 to be applied toward tuition costs. To be eligible for the grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their military status via a current Leave and Earnings Statement, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form.

Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

BLEU GRANT

Campus	Eligible Programs*	Grant Range	Grant Budget
CCA (San Francisco)	Le Cordon Bleu Culinary Arts (21 Month AOS and Certificate program) Certificate in Le Cordon Bleu Pâtisserie and Baking	50 - 7,618	\$400,000
Atlanta	Le Cordon Bleu Culinary Arts (AOS and Certificate) Le Cordon Bleu Pâtisserie and Baking (AOS and Certificate)	50 - 3,410	\$675,000
Las Vegas	Associate of Occupational Science in Culinary Arts Certificate in Le Cordon Bleu Culinary Arts Certificate in Le Cordon Bleu Pâtisserie and Baking	50 - 3,414	\$400,000
Los Angeles	Le Cordon Bleu Culinary Arts (AOS and Diploma) Le Cordon Bleu Pâtisserie and Baking (AOS and Diploma)	50 - 3,631	\$1,500,000
Miami	Le Cordon Bleu Culinary Arts (AS and Diploma) Le Cordon Bleu Pâtisserie and Baking (AS and Diploma)	50 - 3,532	\$600,000
Minneapolis/ St. Paul	Le Cordon Bleu Culinary Arts (AAS and Certificate) Le Cordon Bleu Pâtisserie and Baking (AAS and Certificate)	50 - 3,619	\$625,000
Orlando	Le Cordon Bleu Culinary Arts (AS and Diploma) Le Cordon Bleu Pâtisserie and Baking (AS and Diploma)	50 - 3,534	\$575,000
Portland	Le Cordon Bleu Culinary Arts (AOS and Certificate) Le Cordon Bleu Pâtisserie and Baking (AOS and Certificate)	50 - 3389	\$375,000
Sacramento	Certificate in Le Cordon Bleu Culinary Arts Certificate in Le Cordon Bleu Pâtisserie and Baking	50 - 5,168	\$475,000
Scottsdale	Le Cordon Bleu Culinary Arts (21 Month AOS and Certificate Programs) Le Cordon Bleu Pâtisserie and Baking (21 Month AOS and Certificate Programs)	50 - 3541	\$875,000
Seattle	Certificate in Le Cordon Bleu Culinary Arts Certificate in Le Cordon Bleu Pâtisserie and Baking	50 - 5,130	\$600,000
St. Louis	Certificate in Le Cordon Bleu Culinary Arts Certificate in Le Cordon Bleu Pâtisserie and Baking	50 - 5,124	\$408,547

- Qualifying candidates are Active Duty, Drilling National Guard and Drilling Reservist Service Members of the U.S. Military.
- Candidates must apply and be accepted for admission to be eligible to receive the grant.
- The grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.
- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.

- All of the conditions must be fulfilled before the grant can be disbursed.
- The grant is non-transferable and cannot be used in conjunction with any other LCB grants or scholarships.
- Applications are due no later than December 31st or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a

combined amount of \$200,000 for the 2013 year. These grants are awarded on a first come, first serve basis. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

LE CORDON BLEU VETERAN GRANT

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*

Le Cordon Bleu has established a Veterans' Grant** for our Veterans of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of \$2,000 to be applied toward tuition



costs. To be eligible for the grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their veteran status via a DD-214 Member-4, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form.

Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

- Qualifying candidates are Veterans of the U.S. Military who have a discharge status other than dishonorable.
- Candidates must apply and be accepted for admission to be eligible to receive the grant.
- The Le Cordon Bleu Veteran Grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.
- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.
- The grant is non-transferable and cannot be used in conjunction with any other LCB grants or scholarships.
- Applications are due no later than December 31st or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits may still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of \$200,000 for the 2013 year. These grants are awarded on a first come, first serve basis. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

LE CORDON BLEU VETERAN SPOUSES GRANT

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*

Le Cordon Bleu has established a Veteran Spouses Grant** for spouses of our Veterans of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of \$2,000 to be applied toward tuition costs. To be eligible for the Le Cordon Bleu Veteran Spouses Grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their spouse's veteran status via a DD-214 Member-4, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form.

Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

- Qualifying candidates are spouses of Veterans of the U.S. military.
- Candidates must apply and be accepted for admission to be eligible to receive the grant.
- Candidates selected for membership verification must provide documentation before the grant is applied. Those that are not able to provide documentation will also be required to pay the application fee.
- The Le Cordon Bleu Veteran Spouse's Grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.
- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.
- All of the conditions must be fulfilled before the grant can be disbursed.

- The grant is non-transferable and cannot be used in conjunction with any other LCB grants or scholarships.
- Applications are due no later than December 31st or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits may still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of \$200,000 for the 2013 year. These grants are awarded on a first come, first serve basis. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

Veterans' Educational Benefits

Le Cordon Bleu College of Culinary Arts and California Culinary Academy are approved by the applicable State Approving Agency for Veterans Affairs and participates in many Veterans' Educational Benefit programs. Students interested in Veterans' Educational Benefits should contact either the campus certifying official or the Financial Aid Department. Veterans who are unsure of their benefit eligibility or have additional eligibility questions should contact the Veterans Administration at (800)827-1000, or (888)GI Bill-1 [(888)442-4551], or go to <http://www.gibill.va.gov/>. Eligible students must maintain satisfactory academic progress and all applicable eligibility requirements to continue receiving Veterans' Educational Benefits.

For the Le Cordon Bleu campuses in: Atlanta, Los Angeles, Miami, Minneapolis/St. Paul, Orlando, Portland, Scottsdale

Yellow Ribbon Grant

In accordance with the VA-Yellow Ribbon Program, a provision of the Post-9/11 Veterans Educational Assistance Act of 2008, Le Cordon Bleu College of Culinary Arts and California Culinary Academy have established a Yellow Ribbon Grant. Eligibility and amounts are determined on an annual basis and are subject to change.

To be eligible for the grant and waived application fee, a candidate must be accepted for admission to Le Cordon Bleu College of Culinary Arts or California Culinary Academy, be eligible for Chapter 33 Post 9/11 veterans benefits at the 100% rate, as determined by the Department of Veterans Affairs, complete the appropriate Le Cordon Bleu College of Culinary Arts or California Culinary Academy attestation form and allow for the verification of their Chapter 33 Post-9/11 eligibility via a DD-214 Member-4, Certificate of Eligibility or comparable government document. The conditions are as follows:

- Candidates must be either an eligible Veteran or a Dependent of an eligible Veteran who meets the Chapter 33 Post-9/11 GI Bill Transferability requirements (www.gibill.va.gov).
- Candidates must apply and be accepted for admission to Le Cordon Bleu College of Culinary Arts or California Culinary Academy to be eligible.
- The Yellow Ribbon Grants are applied as a credit to the student's account and no cash payments will be awarded to the student.
- The Yellow Ribbon Grant is used exclusively towards prior or current program charges
- The Yellow Ribbon grant is awarded for each period in the program that the student is determined eligible and where the grant is needed.
- The Yellow Ribbon Grant is non-transferrable and non-substitutable and cannot be combined with any other institutional grant at Le Cordon Bleu College of Culinary Arts or California Culinary Academy.

Le Cordon Bleu College of Culinary Arts and California Culinary Academy are committed to assisting military students in determining the best options available to them. To receive additional information on veteran's educational benefits eligibility, please contact the Veterans Administration at 1-800-827-1000 or 1-888-GI Bill-1(1-888-442-4551). You may also visit the VA website at <http://www.gibill.va.gov/>.

LE CORDON BLEU SCHOLARSHIPS

All applicants of the following scholarships must be enrolled full-time.

Alumni Referral Scholarship

Le Cordon Bleu offers Alumni Referral Scholarships to students who submit a letter of recommendation from an alumnus of Le Cordon Bleu. Applicants must have exhausted all federal and state funding and have an outstanding tuition balance. Each start date, a maximum of three students at each applicable institution will be offered \$500 scholarships for their first academic year. Students will be considered for the Le Cordon Bleu Alumni Referral Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted both the Le Cordon Bleu Alumni Referral Scholarship application and their recommendation letter. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as quality of recommendation. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of 20 first-year scholarships will be awarded at each applicable institution totaling \$10,000 in Le Cordon Bleu Alumni Referral Scholarships.

Best of the Best Scholarship

Le Cordon Bleu offers Best of the Best Scholarships to students who graduate high school or college with a GPA of 3.5 or higher. Students must have exhausted all federal and state funding and have an outstanding tuition balance. Each start date, a maximum of three students at each applicable institution will be offered up to \$2,500 scholarships for their first academic year. Students will be considered for the Best of the Best Scholarship once they have

completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted the Best of the Best Scholarship application and their high school/college transcript. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as academic achievement. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog and maintain a GPA of 3.2 to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of 10 first-year scholarships at each applicable institution will be awarded totaling \$25,000 in Le Cordon Bleu Best of the Best Scholarships.

Foundations Scholarship

Le Cordon Bleu offers Foundations Scholarships to students who complete a 500-700 word-processed essay on the topic of, "What drives your passion for the food-service industry?" Students must have exhausted all federal and state funding and have an outstanding tuition balance. In both the April and the November start date, a maximum of two students at each applicable institution will be offered \$500 scholarships for their first academic year. Students will be considered for the Foundations Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted both the Foundations Scholarship application and the required essay. Applications are due by the end of the add/drop period for each start date and awards will be based on financial need as well as quality of essay. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Le Cordon Bleu makes available a limited amount of money each year for such scholarships. Once the available funding is exhausted, scholarships will not be awarded to otherwise eligible students. For 2013, a maximum of four first-year

scholarships at each applicable institution will be awarded totaling \$2,000 in Le Cordon Bleu Foundations Scholarships.

Member Scholarship

Le Cordon Bleu offers Member Scholarships to students who are members in a national student organization (SkillsUSA, ProStart, and FCCLA). Students must have exhausted all federal and state funding and have an outstanding tuition balance. In 2013, a maximum of two students at each applicable institution will be offered up to \$2,000 scholarships for their first academic year. Students will be considered for the Member Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted the Member Scholarship application and supporting documentation of membership.

Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as membership. Member Scholarships cannot be combined with any other National Student Organization Competition Scholarship. Scholarship recipients must continue to satisfy the school's stated Standards of Academic

Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of two scholarships at each applicable institution will be awarded totaling \$4,000 in Le Cordon Bleu Member Scholarships.

Officer Scholarship

Le Cordon Bleu offers Officer Scholarships to students who are members in a national student organization and are also an officer of SkillsUSA or FCCLA. Students must have exhausted all federal and state funding and have an outstanding tuition balance. In 2013, a maximum of two students at each applicable institution will be offered \$500 scholarships for their first academic year.

Students will be considered for the Officer Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted the Officer Scholarship application and supporting documentation of membership.

Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as membership. Officer Scholarship cannot be combined with any other National Student Organization Competition Scholarship. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of two scholarships at each applicable institution will be awarded totaling \$1,000 in Le Cordon Bleu Officer Scholarships.

SAT/ACT Accomplishment Scholarship

Le Cordon Bleu offers SAT/ACT Accomplishment Scholarships to students with SAT scores of 550 or better in Math and 550 or better in Critical Reading or ACT scores of 20 or better in Math and 20 or better in English. Each start date, a maximum of three students at each applicable institution will be offered \$1,000 scholarships for their first academic year. Students will be considered for the SAT/ACT Accomplishment Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted the Scholarship application and the required official SAT/ACT transcripts. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as SAT/ACT scores. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded

for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of 10 first year scholarships at each applicable institution will be awarded totaling \$10,000 in Le Cordon Bleu SAT/ACT Scholarships.

Student Leader Scholarship

Le Cordon Bleu offers Student Leader Scholarships to students who graduate high school or college with a GPA of 3.2 or higher. Each start date, a maximum of three students at each applicable institution will be offered \$1,000 scholarships for the student's first academic year. Students will be considered for the Student Leader Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted both the Student Leader Scholarship application and their high school/college transcript. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as academic achievement. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog and maintain a GPA of 3.2 to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of 10 first-year scholarships will be awarded at each applicable institution totaling \$10,000 in Le Cordon Bleu Student Leader Scholarships.

Urban Leader Scholarship

Le Cordon Bleu offers Urban Leader Scholarships to students who graduated high school or college with a GPA of 3.0 or higher, who live in the larger urban city areas* and whose parents received no postsecondary academic training. Each start date, a maximum of three students at each applicable institution will be offered \$1,000 scholarships for their first academic year. Students will be considered for the Urban Leader Scholarship once they have completed the admissions application process,



have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted the Scholarship application and supporting documents. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as academic achievement and commitment to service and leadership. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog and maintain a GPA of 3.0 to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of 10 first-year scholarships at each applicable institution will be awarded totaling \$10,000 in Le Cordon Bleu Urban Leader Scholarships. *Contact the financial aid office to inquire about the urban city areas.

Le Cordon Bleu Scholarships for Careers through Culinary Arts Programs (C-CAP)

Le Cordon Bleu awards four (4) Full-Tuition Scholarships for the Associates Degree and four (4) Full-Tuition Scholarships for the Certificate / Diploma Program ranging from \$17,200-\$36,200 to the designated winning students of the six regional C-CAP competitions. The scholarship recipient must complete the standard admission process, apply and be accepted in the Le Cordon Bleu Culinary Arts or Le Cordon Bleu Patisserie and Baking Associate or Certificate programs at the Le Cordon Bleu campus of their choice and according to the program offering at the school of enrollment. Students must enroll within one year of the C-CAP competition or the scholarship award is forfeited. The student must also maintain a 3.0 GPA and have less than 100 hours of absences during the course of the program to retain eligibility for the scholarship. The total 2013 budget amount for the Le Cordon Bleu Scholarship for Careers through Culinary Arts Programs is \$144,800.

ProStart High School Scholarship

California Culinary Academy and for the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Los Angeles, Miami, Minneapolis/St. Paul, Orlando, Portland, Scottsdale

Le Cordon Bleu offers the ProStart High School Scholarship to high school graduates who have successfully completed Level 1 (Junior Year, High school) and Level 2 (Senior Year, High school) of the ProStart curriculum. A onetime scholarship will be applied to the student's account based on the value of Culinary Foundations I. The value of the scholarship will be credited to the student's account prior to the student starting classes at Le Cordon Bleu. In the event of a student failing Culinary Foundations I the student is responsible for the cost of retaking the class. Each start date, eligible students will be offered a scholarship within the range of \$1,353 and \$1,397 which is the equivalent cost of Culinary Foundation I in the 2013 academic year. The deadline for application is the day prior to the start of classes each term. Once it is determined that available funding is exhausted, scholarships will not be awarded to otherwise eligible students. For 2013, \$139,700 has been budgeted at each applicable institution for ProStart high school scholarships.

Le Cordon Bleu offers the Le Cordon Bleu ProStart Collegiate Passport Scholarship to high school graduates who have successfully completed Level 1 (Junior Year, High school) and Level 2 (Senior Year, High school) of the ProStart curriculum. In addition, students are required to complete 400 externship hours approved by ProStart which will entitle them to the ProStart National Certificate of Achievement (COA). The COA must be presented at the time of application for the Le Cordon Bleu ProStart Collegiate Passport Scholarship. A onetime scholarship will be applied to the student's account based on the value of Culinary Foundations I. In addition the student will be given a Le Cordon Bleu Knife Kit. The value of the scholarship will be credited to the student's account prior to the student starting classes at Le Cordon Bleu. In the event

of a student failing Culinary Foundations I the student is responsible for the cost of retaking the class. Each start date, eligible students will be offered a scholarship within the range of \$1,353 and \$1,397 which is the equivalent cost of Culinary Foundation I, in the 2013 academic year. The deadline for application is the day prior to the start of classes each term. Once it is determined that available funding is exhausted, scholarships will not be awarded to otherwise eligible students. For 2013, \$139,700 has been budgeted at each applicable institution for Le Cordon Bleu ProStart Collegiate Passport Scholarships.

For the Le Cordon Bleu campuses in: Sacramento, Seattle, St. Louis

Le Cordon Bleu offers the ProStart High School Scholarship to high school graduates who have successfully completed Level 1 (Junior Year, High school) and Level 2 (Senior Year, High school) of the ProStart curriculum. A onetime scholarship will be applied to the student's account based on the value of Culinary Foundations I. The value of the scholarship will be credited to the student's account prior to the student starting classes at Le Cordon Bleu. In the event of a student failing Culinary Foundations I, the student is responsible for the cost of retaking the class. Each start date, eligible students will be offered a scholarship in the amount of \$1,250.91 which is the equivalent cost of Culinary Foundation I in the 2013 academic year. The deadline for application is the day prior to the start of classes each term. Once it is determined that available funding is exhausted, scholarships will not be awarded to otherwise eligible students. For 2013, \$125,100 has been budgeted at each applicable institution for ProStart high school scholarships.

Le Cordon Bleu offers the Le Cordon Bleu ProStart Collegiate Passport Scholarship to high school graduates who have successfully completed Level 1 (Junior Year, High school) and Level 2 (Senior Year, High school) of the ProStart curriculum. In addition, students are required to complete 400 externship hours approved by ProStart which will entitle them to the ProStart National Certificate of Achievement (COA). The COA must be presented at the time



of application for the Le Cordon Bleu ProStart Collegiate Passport Scholarship. A onetime scholarship will be applied to the student's account based on the value of Culinary Foundations I. In addition, the student will be given a Le Cordon Bleu Knife Kit. The value of the scholarship will be credited to the student's account prior to the student starting classes at Le Cordon Bleu. In the event of a student failing Culinary Foundations I, the student is responsible for the cost of retaking the class. Each start date, eligible students will be offered a scholarship in the amount of \$1,250.91 which is the equivalent cost of Culinary Foundation I in the 2013 academic year. The deadline for application is the day prior to the start of classes each term. Once it is determined that available funding is exhausted, scholarships will not be awarded to otherwise eligible students. For 2013, \$125,100 has been budgeted at each applicable institution for Le Cordon Bleu ProStart Collegiate Passport Scholarships.

LE CORDON BLEU SCHOLARSHIP COMPETITIONS

These scholarships are awarded at state and national competitions. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice even if the competition was hosted at another Le Cordon Bleu campus in North America. (To retain culinary scholarships, students must enroll within one year.) ProStart students typically compete in teams of five. All five team members are awarded a scholarship in a predetermined amount.

At the state level, the scholarship awarded is:
First Place \$6,000

Second Place \$3,000

Third Place \$1,500

At the National competition, the scholarship award is:

First Place Full Tuition Scholarship (covering the cost of tuition, books, uniform and a knife kit)

Second Place \$10,000

Third Place \$7,500

Le Cordon Bleu does not provide culinary

scholarships for competitors who finish fourth or fifth despite some ProStart recognition at that level. Also, note that ProStart students who do not compete are not eligible for these culinary scholarships. There is no application beyond meeting the eligibility requirements.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Tribal Funding

Le Cordon Bleu College of Culinary Arts is approved for Native American Tribal Funding. Please contact the student Financial Services Office for additional information.

Le Cordon Bleu Scholarships for Family, Career and Community Leaders of America (FCCLA) Students

These scholarships are awarded at the national competition. Le Cordon Bleu does not provide scholarships to FCCLA students competing at the state level. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice even if the competition was hosted at another Le Cordon Bleu campus across the country. The scholarship is for an Associates or Certificate/Diploma, according to the program offering at the school of enrollment.

National competitors will be awarded:

First Place:

Full Tuition Scholarship (Including cost of tuition, books, uniforms, and a knife kit.)

Titanium Savory Chef I, II and III

There are six (6) Titanium Competitions per year, two (2) individual and four (4) team competitions. Each event will pick the top three competitors to receive a non-cash scholarship award.

Criteria:

- Points will be awarded on the presentation, taste, appropriate sauces, seasoning, creativity, knife cuts, organization, timing, and sanitation.
- Each of the competitors, either individual or team, will receive one market basket with various ingredients (starches, fruits, chocolates, dairy, cheese, vegetables, nuts

and protein). The secret ingredient will not be revealed until the last minute.

- Each competitor is required to do two amuses, one starter and one entrée.
- Two classic knife cuts will be required for each of the competitions.
- Each competitor, either individual or team, will have 30 minutes to get their station prepared.
- Cooking begins 30 minutes after the "market basket" is revealed.
- Each competitor, either individual or team, has 1 ¾ hours to complete two amuses, knife cuts, starter, and entree the "secret market basket item" (usually a protein).
- Points will be deducted for sanitation violations.
- The kitchen where the competition is held must be cleaned and inspected by a Chef Instructor before the winners will be announced.

Award:

Each member of the first-place team wins \$1,000 non-cash tuition scholarship. Each member of the second place team wins \$750 non-cash tuition scholarship. Each member of the third place team wins \$500 non-cash tuition scholarship.

Baking and Pastry Competitions

There are four baking and pastry oriented competitions per year, all are individually based competitions. Each event will pick the top three competitors to receive a non-cash scholarship award.

Criteria:

- Points will be awarded on the presentation, taste, appropriate sauces, flavor, creativity, knife cuts, organization, timing, and sanitation.
- Depending on the theme of the competition, each of the competitors will receive one market basket with various ingredients (starches, fruits, chocolates, dairy, nuts, etc.). The secret ingredient will not be revealed until the last minute. Some competitions will

allow product to be brought from an outside source. Please review individual competition guidelines for rules.

- Each competitor, either individual or team, will have 30 minutes to get their station prepared.
- Each competition has a set time to complete the required dessert.
- Points will be deducted for sanitation violations.
- The kitchen where the competition is held must be cleaned and inspected by a Chef Instructor before the winners will be announced.

Award:

Each member of the first-place team wins \$1,000 non-cash tuition scholarship. Each member of the second place team wins \$750 non-cash tuition scholarship. Each member of the third place team wins \$500 non-cash tuition scholarship.

CANCELLATION POLICIES

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Miami, Orlando, Scottsdale, St. Louis

Cancellation Policy

A Student who cancels the Enrollment Agreement within 72 hours (until midnight of the third day excluding Saturdays, Sundays, and legal holidays) after signing the Enrollment Agreement will receive a refund of all monies paid. Students who have not visited the College facility prior to enrollment will have the opportunity to withdraw without penalty within 72 hours following attendance at a regularly scheduled orientation or following a tour of the College facilities and inspection of equipment. A Student who cancels after 72 hours but prior to the Student's first day of class attendance will receive a refund of all monies paid, except for the nonrefundable Application Fee. If the Enrollment Agreement is not accepted by College or if College cancels the Enrollment Agreement prior to the first day of class attendance, all monies, including the Application Fee, will be refunded. All requests

for cancellation by the Student must be made in writing and mailed or hand delivered to the Director of Admissions.

California Culinary Academy

Student's Right to Cancel

A student has the right to cancel their Enrollment Agreement, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. If this Agreement is not accepted by the California Culinary Academy or if the school cancels this Agreement prior to the first day of class attendance, all monies, excluding the application fee, will be refunded. All requests for cancellation by the student must be made in writing and mailed or hand delivered to the Director of Admissions at California Culinary Academy: 350 Rhode Island Street, San Francisco, CA 94103.

The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement. For written notice sent by mail to the mailing address listed on the front of the Enrollment Agreement, the postmark date shall be used to determine the cancellation date.

Applicants who have not visited the school prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation procedures or following a tour of the school facilities and inspection of equipment where training and services are provided.

All monies paid by an applicant must be refunded if requested within three days after signing an enrollment agreement and making an initial payment. An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid minus a registration fee of 15% of the contract price of the program, but in no event may the school retain more than \$150.

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For the Le Cordon Bleu campuses in: Los Angeles, Sacramento

Student's Right to Cancel

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh calendar day after enrollment, whichever is later. If this Agreement is not accepted by Le Cordon Bleu College of Culinary Arts or if the college cancels this Agreement prior to the first day of class attendance, all monies, excluding the application fee, will be refunded, unless the cancellation is received within 5 days after signing the Enrollment Agreement and in that case the application fee will be refunded upon student request. All requests for cancellation by the student must be made in writing, and mailed, emailed, or hand delivered to the Director of Admissions at:

- Le Cordon Bleu College of Culinary Arts in Los Angeles
521 East Green Street
Pasadena, CA 91101
- Le Cordon Bleu College of Culinary Arts in Sacramento
2450 Del Paso Road, Suite 150
Sacramento, CA 95834

The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement. For written notice sent by mail to the mailing address listed on the front of the Enrollment Agreement, the postmark date shall be used to determine the cancellation date.

REFUND POLICIES

For the Le Cordon Bleu campuses in: Portland, Seattle

Cancellation/Refund Policy

Le Cordon Bleu College of Culinary Arts is required by Oregon and Washington law to use and print the policy below:

1. If an applicant is not accepted, all monies paid by the applicant will be refunded.

2. An applicant or student may terminate enrollment by giving written notice to the school.
3. If termination occurs within five (5) business days of enrollment and prior to student attendance, all monies paid shall be refunded less any direct charges for books and supplies not returned or returnable to Le Cordon Bleu College of Culinary Arts. If termination occurs after five (5) business days of enrollment and prior to student attendance all monies paid shall be refunded with the exception of the application fee and less any direct charges for books and supplies not returned or returnable to Le Cordon Bleu College of Culinary Arts.
4. Students who have not visited the school can withdraw without penalty within three (3) days of:
 - a. Regularly scheduled orientation, or
 - b. a tour of the facilities and equipment.
5. In the event that a student shall terminate his/her attendance prior to his/her scheduled completion date, the student shall in no case be obligated for more tuition payments than listed in this section. The policy shall apply to all terminations, for any reason, by either party. In all cases the refund will be calculated from the last date of attendance.
6. Le Cordon Bleu College of Culinary Arts reserves the right to cancel or reschedule a starting class if the number of students enrolled is deemed insufficient. Le Cordon Bleu College of Culinary Arts will consider such cancellation a rejection and all monies paid by the student will be refunded.
7. If termination occurs more than five (5) business days after enrollment or after student attendance, the student who withdraws from the program is only obligated for the days attended within a payment period. A payment period at Le Cordon Bleu College of Culinary Arts is approximately 15 weeks in length (except for a final billing period that represents the remainder of the program and may be significantly shorter). The student will be

refunded the pro-rata share of the tuition charged for the payment period based on the days not attended within the payment period.

There are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then later withdraws.

In addition, there are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then is later dismissed for any reason.

Portland: Refund Schedule

Based on days attended in the payment period. Pro-rata refund up to 100%

Seattle: Refund Schedule

If the student completes this amount of training: The school may keep this percentage of the tuition cost:

One week or up to 10%, whichever is less 10%

More than one week or 10% whichever is less but less than 25%

25% through 50%

More than 50%

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Miami, Orlando, Scottsdale, St. Louis

Refund Policy

After the last day of the add/drop period for each payment period no refunds or adjustments will be made to a student who drops individual classes but is otherwise enrolled at Le Cordon Bleu College of Culinary Arts. Refunds are made for a student who withdraws or is withdrawn from the College prior to the completion of his/her program and is based on the tuition billed for the payment period in which the student withdraws, according to the campus schedules set forth below. For the purposes of calculating a refund, the payment period is defined as the period of enrollment in which tuition is billed. Refunds will be based on the total charge incurred by

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the student at the time of withdrawal, not the amount the student has actually paid. Tuition and fees attributable to any payment period beyond the payment period of withdrawal will be refunded in full. Any books, equipment, and/or uniforms that have been issued are non-refundable. In addition, there are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then withdraws or is later dismissed for any reason.

When a student withdraws from the institution, he/she must complete a student withdrawal form with the Executive Chef. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an official withdrawal or date of determination of withdrawal by the College (for the Las Vegas campus, refunds must be made within 15 days of the notification of withdrawal).

If a student withdraws or is withdrawn prior to the end of the payment period, they are subject to the Return of Title IV Funds policy noted below which may increase the balance due to the College. If there is a balance due to the College after all Title IV funds have been returned, this balance will be due immediately, unless a cash payment agreement for this balance has been approved by the College. Credit balances due to the Student of less than \$5 (after all refunds have been made) will not be refunded to the Student/lender unless requested by the Student.

Atlanta: Refund Schedule

- For a student completing no more than 5% of the payment period, the College will refund 95% of the tuition and fees.
- For a student completing more than 5%, but no more than 10% of the payment period, the College will refund 90% of the tuition and fees.
- For a student completing more than 10%, but no more than 25% of the payment period, the College will refund 75% of the tuition and fees.
- For a student completing more than 25%, but no more than 50% of the payment period, the College will refund 50% of the tuition and fees.

- There will be no refund after a student has completed more than 50% of the payment period.

Las Vegas: Refund Schedule

- Days completed are used to calculate % # of days to Last Date of Attendance/# of days in Payment Period = % complete Pro rata up to 60%

Miami: Refund Schedule

If Withdrawal Occurs	Amount of Tuition to be Refunded
Prior to start of classes through week one of the payment period	100%
In the second week of the payment period	50%
In the third week of the payment period	25%
In the fourth week of the payment period	0%

Orlando: Refund Schedule

If Withdrawal Occurs	Amount of Tuition to be Refunded
Week 1-2	100%
Week 3-4	75%
Week 5-6	50%
Week 7-8	25%
Week 9-10	0%

Scottsdale: Refund Schedule

1st Payment Period	Continuing Payment Periods
1st Week = 100%	1st Week = 90%
2-3 Weeks = 80%	2-3 Weeks = 80%
4th Week = 70%	4th Week = 70%
5-6 Weeks = 60%	5-6 Weeks = 60%
7th Week = 50%	7th Week = 50%
8-9 Weeks = 40%	8-9 Weeks = 40%
10+ Weeks = 0%	10+ Weeks = 0%

St. Louis: Refund Schedule

- Days completed are used to calculate %

Days Completed	Amount of Tuition to be Refunded
0 - 10% Complete	90%
11% - 25% Complete	50%
26% - 50% Complete	25%
51% + Complete	0%

California Culinary Academy and for the Le Cordon Bleu campuses in: Los Angeles, Sacramento

Withdraw and Refund

You have the right to withdraw from the College at any time. After the last day of the drop/add period for each term, as stated on the academic calendar, no refunds or adjustments will be made to a student who drops individual classes but is otherwise enrolled at the institution.

Refunds are made for a student who withdraws or is withdrawn from the College prior to the completion of his/her program and is based on the tuition billed for the term in which the Student withdraws, according to this policy. Refunds will be based on the total charge incurred by the Student at the time of withdrawal, not the amount the Student has actually paid. You will receive a pro-rata refund for the unused portion of tuition. Tuition and fees attributable to any term beyond the term of withdrawal will be refunded in full.

There are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then later withdraws. In addition, there are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then is later dismissed for any reason. When a Student withdraws from the institution, he/she must complete a student withdrawal form with the Associate Registrar. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an

official withdrawal or date of determination of withdrawal by the institution. If the student withdraws or is withdrawn prior to the end of the term, he/she is subject to the Return of Title IV Funds policy noted below which may increase his/her balance due to the College. If there is a balance due to the College after all Title IV funds have been returned, this balance will be due immediately, unless a cash payment agreement for this balance has been approved by the College. Credit balances due to the student of less than \$5 (after all refunds have been made) will not be refunded to the student/lender unless requested by the student.

For the purpose of determining a refund, a student shall be deemed to have withdrawn from the College when any of the following occurs:

- The Student notifies the institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The school terminates the student's enrollment for failure to maintain satisfactory academic progress; failure to abide by the rules and regulations of the institution and/or failure to meet financial obligations to the school.
- The student incurs 21 consecutive absences and does not communicate directly with the school (or meet attendance policy or leave of absence requirements as stated in the school's catalog) regarding the nature of those absences. In this case, the date of withdrawal shall be deemed the last date of recorded attendance.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If any portion of tuition was paid from the proceeds of a loan, then the refund will be sent to the lender or to the agency that guaranteed the loan, if any. Any remaining amount of refund will first be used to repay any student financial aid programs from which benefits were received, in proportion



to the amount of the benefits received. Any remaining amount will be paid to the student. Refunds to loan and grant sources may create a balance due from the student to the college. If the student receives financial aid and/or Veterans' Educational Benefits, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur: (a) The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which you are entitled to reduce the balance owed on the loan. (b) The student may not be eligible for any other federal financial aid at another institution or other government assistance until the loan is repaid.

Hypothetical Refund Example

Charge per Hour x Hours Attended = Amount owed by student

Tuition Charge per Hour = \$20/Hr

Hours Attended by student = 326

Amount owed by student = $20 \times 326 = \$6520$

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Buyer's Right to Cancel/Refund Policy

Each student will be notified of acceptance/rejection in writing. In the event a student is rejected, all tuition, fees and other charges will be refunded. Notwithstanding anything to the contrary, if a student gives written notice of cancellation within five business days of the execution of the contract or day on which the student is accepted, then a complete refund is given regardless of whether the program has started. If a student gives a written notice of cancellation after five business days of the execution of the contract or day on which the student is accepted, but before the start of the program by Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul, then all tuition, fees and other charges, except 15 percent of the total cost of the program (15

percent not to exceed \$50) shall be refunded to the student. If a student gives written notice of cancellation after the start of the period of instruction for which the student has been charged, but before completion of 75 percent of the period of instruction, then student is assessed a pro rata portion of tuition, fees and all other charges plus 25 percent of the total program cost (25 percent not to exceed \$100). Any notice of cancellation shall be acknowledged in writing within ten (10) business days of receipt of such notice and all refunds shall be forwarded to the student within 30 business days of receipt of such notice. This refund policy is not linked to any student conduct policy and any promissory instrument shall not be negotiated prior to the completion of 50 percent of the course. Written notice of cancellation shall take place on the date the letter of cancellation is postmarked or, in the case where the notice is hand carried, it shall occur on the date the notice is delivered to Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul. The date of execution of the enrollment agreement shall be presumed to be the date of delivery of the notice of acceptance, and if delivered by mail, the postmark dates of the letter of acceptance. The pro rata portion of tuition and fees will be determined by using the percentage of total scheduled classes during the period between the first day of class and last date of attendance and the total scheduled program classes. Students who complete at least 75 percent of the scheduled program classes will not be entitled to refunds. Any monies due applicants or students will be refunded within 30 business days of cancellation, failure to appear on or before the first day of class, withdrawal or termination. If a student has financed all or part of the program with a third-party or government funds, refunds will be paid or credited to the student's account. Refund computations will be based on the last date of attendance. If students do not return following a leave of absence on the date indicated in the written request, refunds will be made within 30 days from the end of the leave of absence.

There are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then later withdraws or is dismissed from the institution.

Refund Schedule

0%-74.99% = Prorated % refund based on Last Date of Attendance

75%+ = 0% refund

Refund Policy for Wisconsin Residents attending Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Refunds are made for students who withdraw or are withdrawn from Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul prior to the completion of their program and are based on the tuition billed for the block in which the Student withdraws, according to the schedule set forth below. Refunds will be based on the total charge incurred by the Student at the time of withdrawal, not the amount the Student has actually paid. Tuition and fees attributable to any block beyond the block of withdrawal will be refunded in full. Uniforms that have been issued are nonrefundable.

Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul will honor any notice of withdrawal that includes but is not limited to completing a student withdrawal form with the Registrar, other written notice, or verbally communicating the student's intent to withdraw. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an official withdrawal or date of determination of withdrawal by the institution. If a student gives written notice of cancellation after the start of the period of instruction for which the student has been charged, but before completion of 75 percent of the period of instruction, then student is assessed a pro rata portion of tuition, fees and all other charges plus 25 percent of the total program cost (25 percent not to exceed \$100). Students by virtue of attending classes in a Minnesota school are also subject to the Minnesota Refund Policy as long as that policy is more favorable to the student.

There are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then later withdrawals.

In addition, there are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then is later dismissed for any reason.

Refund Schedule

- 0-10% = 90%
- 10.01%-20% = 80%
- 20.01%-30% = 70%
- 30.01%-40% = 60%
- 40.01%-50% = 50%
- 50.01%-60% = 40%
- 60.01%-100% = 0%

Le Cordon Bleu College of Culinary Arts in Scottsdale/Online Programs

Refund Policy for Alabama Residents Only

In the event that a student withdraws or is dismissed from all classes during the quarter, a pro rata refund will be made on all unearned tuition which will be based on the student's last date of recorded attendance, divided by the total days in the University's quarter.

Hypothetical Refund Example:

At the time of the last day of recorded attendance, the student has been charged \$3,000 in tuition for the quarter, and has attended 28 of the total 70 days (42 days remaining in the quarter). Tuition charges will be reduced by \$1,800 (42/70 times \$3000). The student is responsible for \$1200.

Refund Policy for Wisconsin Residents only

Refunds are made for students who withdraw or are withdrawn from the College prior to the completion of their program and are based on the tuition billed for the payment period in which the student withdraws. A payment period will vary in length based on the program. Please see your Financial Aid Office for details.

Refunds will be based on the total charge incurred by the Student at the time of

withdrawal, not the amount the Student has actually paid. Tuition and fees attributable to any payment period beyond the payment period of withdrawal will be refunded in full. When a student withdraws from the institution, he/she should complete a Student Withdrawal Form with the Student Services Department. Financial aid recipients should also visit the Financial Aid Office to receive an exit interview.

The date from which refunds will be determined is the last date of recorded attendance. Cash refunds will be made within 15 calendar days and all other refunds will be made within 30 calendar days of the notification of an official withdrawal or date of determination of withdrawal by the College. If withdrawal occurs, a pro rata amount will be refunded up to 60% of the payment period. At 61% or above, there will be no tuition refund.

In the event that a student withdraws or is dismissed from all classes during the quarter, refunds of the tuition and fees will be calculated according to the following schedule:

% of Payment Period Completed	% of Tuition Amount Per Payment Period Adjusted
1st Week of the Program	100%
1-10%	90%
11-20%	80%
21-30%	70%
31-40%	60%
41-50%	50%
51-60%	40%
61%-100%	No Adjustment

21-DAY STUDENT READINESS OPPORTUNITY

Le Cordon Bleu College of Culinary Arts and California Culinary Academy participate in the Foundation for Educational Success Standards of Responsible Conduct and Transparency. As a result, during the 2013 calendar year a 21 Day Student Readiness Opportunity will be implemented for undergraduate students enrolling at Le Cordon Bleu College of Culinary

Arts or California Culinary Academy for the first time. If at any time during the 21 Day Student Readiness Opportunity period the student decides to discontinue enrollment, or fails to confirm intent to continue enrollment by attending any class on Day 22 or beyond, he or she may do so without incurring any tuition-related expense or Federal Student Loan debt, with the exception of certain fees as outlined below. The 21 Day Student Readiness Opportunity will be available only for the first term of undergraduate enrollment at Le Cordon Bleu College of Culinary Arts or California Culinary Academy. If the student confirms intent to continue enrollment by attending any class beyond the 21 Day Student Readiness Opportunity time period, he or she will be subject to all tuition charges as outlined in the Enrollment Agreement. Disbursement of Federal Student Aid and other aid resources, if applicable, will not be processed until after the 21 Day Readiness Opportunity time period has expired, the student has confirmed intent to continue enrollment by attending any class on Day 22 or beyond, and the student has completed all Financial Aid eligibility requirements as stated in the Financial Aid section of the school catalog.

Students who fail to confirm intent to continue enrollment by attending beyond the 21 Day Student Readiness Opportunity Period will still be responsible for all applicable admissions and registration fees, any charges for supplies or uniforms issued to the student, as well as any fines associated with outstanding library obligations or equipment breakage or damage.

Please refer to the catalog addendum to determine the date upon which the 21 Day Student Readiness Opportunity period has become effective.

RETURN OF TITLE IV FUNDS

A recipient of federal Title IV financial aid who withdraws or is dismissed from school during a payment period or period of enrollment in which the student began attendance will have the amount of Title IV funds they did not earn calculated according to federal regulations. This calculation will be based on the student's



last date of attendance and the date the school determines that the student has withdrawn from school (see withdrawal policy), or the date of dismissal for a student who is dismissed by the institution.

The period of time in which Title IV financial aid is earned for a payment period or period of enrollment is the number of calendar days the student has been enrolled for the payment period or period of enrollment up to the day the student withdrew, divided by the total calendar days in the payment period or period of enrollment. The percentage is multiplied by the amount of Title IV financial aid for the payment period or period of enrollment for which the Title IV financial aid was awarded to determine the amount of Title IV financial aid earned. The amount of Title IV financial aid that has not been earned for the payment period or period of enrollment, and must be returned, is the complement of the amount earned. The amount of Title IV financial aid earned and the amount of the Title IV financial aid not earned will be calculated based on the amount of Title IV financial aid that was disbursed for the payment period or period of enrollment upon which the calculation was based. A student will have earned 100% of the Title IV financial aid disbursed for the payment period or period of enrollment if the student withdrew after completing more than 60% of the payment period or period of enrollment.

The US Department of Education regulations indicate that it is not sufficient for a student to simply log in to an on-line class to demonstrate "academic attendance and thus trigger either initial attendance and financial aid eligibility or an LDA (Last Date of Attendance) for purposes of R2T4 (Return of Title IV Aid) calculations. On-line programs must use very specific means to document that a student participated in class or was otherwise engaged in an academically-related activity, such as; submit an assignment, take a quiz, contribute to an on-line discussion and in some cases post to an on-line gallery. For R2T4 purposes in a term based program with modules, a student is considered to have withdrawn, IF they do not complete all of the days they were scheduled to complete in the

payment period or period of enrollment. The R2T4 calculation is required for all students who have ceased attendance; other than those on an approved LOA, or those who have attested to an expected return to a future module within the same term.

Schools are required to determine Title IV funds that must be refunded based upon the percentage of the payment period completed prior to withdrawing. Title IV funds must be returned to the program based upon a tuition refund or if the student received an overpayment based upon costs not incurred but for which Title IV was received.

Once the amount of Title IV financial aid that was not earned has been calculated, federal regulations require that the school return Title IV funds disbursed for the payment period or period of enrollment and used for institutional costs in the following order:

1. Loans
 - a. Unsubsidized Federal Direct Stafford Loans.
 - b. Subsidized Federal Direct Stafford Loans.
 - c. Federal Direct PLUS loans received on behalf of the student.
2. Federal Pell Grants.
3. Federal SEOG.
4. Other grants or loan assistance authorized by Title IV of the HEA.

If the amount of unearned Title IV financial aid disbursed exceeds the amount that is returned by the school, then the student (or parent, if a Federal Parent-PLUS Loan) must return or repay, as appropriate, the remaining grant and loan funds. The student (or parent, if a Federal Parent-PLUS Loan) will be notified of the amount that must be returned or paid back, as appropriate.

WITHDRAWAL DATE

The withdrawal date used to determine when the student is no longer enrolled at Le Cordon Bleu College of Culinary Arts or California Culinary Academy is the date indicated in written communication by the student to the Admissions Office. If a student

does not submit written notification, the school will determine the student's withdrawal date based upon federal regulations and institutional records.

For Federal student loan reporting purposes, the student's last date of attendance will be reported as the effective date of withdrawal for both official withdrawals and those who do not complete the official withdrawal process.

Please note that the above policy may result in a reduction in school charges that is less than the amount of Title IV financial aid that must be returned. Therefore, the student may have an outstanding balance due the school that is greater than that which was owed prior to withdrawal.

STUDENT TUITION RECOVERY FUND (STRF) DISCLOSURES

California Culinary Academy and for the Le Cordon Bleu campuses in: Los Angeles and Sacramento

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or

mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30 days before

the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.

5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

ACADEMIC INFORMATION

UNIT OF CREDIT

The quarter credit hour is the unit of academic measurement used by Le Cordon Bleu College of Culinary Arts and California Culinary Academy. A minimum of 10 lecture hours of not less than 50 minutes each plus outside reading and/or preparation; 20 laboratory hours; or 30 externship hours; or an appropriate combination of all three constitutes one quarter credit hour.

DEFINITION OF A CREDIT HOUR

The institution awards quarter credit hours to reflect the successful completion of pre-determined course learning objectives and requirements. A quarter credit hour represents an institutionally established equivalency of work or learning corresponding to intended learning outcomes and verified by evidence of student achievement. The institution has established equivalencies that reasonably approximate expected learning outcomes resulting from the following time commitments:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 10 - 12 weeks, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

ENROLLMENT STATUS

To be consistent with the U.S. Department of Education guidelines, Le Cordon Bleu College of Culinary Arts and California Culinary Academy have defined a full-time student as someone enrolled in 36 Quarter Credit hours per academic year. A student's enrollment status for a term or payment period is based on the Quarter Credit hours enrolled in the

term or payment period divided by the number of Quarter Credit hours required for full-time status in the term or payment period.

TRANSFER OF CREDIT TO LE CORDON BLEU

Students who previously attended an accredited College or University recognized by the U.S. Department of Education may be granted transfer credit, at the sole discretion of Le Cordon Bleu College of Culinary Arts or California Culinary Academy. Courses taken at the previous institution must be determined by Le Cordon Bleu College of Culinary Arts or California Culinary Academy to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts or California Culinary Academy. In addition, Le Cordon Bleu College of Culinary Arts or California Culinary Academy must determine that those courses are applicable to their program of study at Le Cordon Bleu College of Culinary Arts or California Culinary Academy. Only courses in which the student earned a grade of 'C' or above will be considered for transfer. Students seeking to transfer credit are responsible for having official transcripts forwarded to Le Cordon Bleu College of Culinary Arts or California Culinary Academy for review. Students may also be required to submit a school catalog. Students must petition for transfer credit with the Associate Registrar as soon as possible after admission. It is recommended that all prior coursework be submitted prior to matriculation, but no later than the end of registration for the student's first block of study. Students who receive transfer credit will have the program tuition charge pro-rated based upon the remaining number of credits the student must earn in order to graduate. The Business Office will make the appropriate tuition adjustment.

TRANSFER OF CREDIT TO OTHER SCHOOLS

Le Cordon Bleu College of Culinary Arts and California Culinary Academy do not imply or ED00001873

guarantee that credits completed at Le Cordon Bleu College of Culinary Arts or California Culinary Academy will be accepted by or transferable to any other college, university, or institution, and it should not be assumed that any credits for any courses described in this catalog can be transferred to another institution. Each institution has its own policies governing the acceptance of credit from other institutions such as Le Cordon Bleu College of Culinary Arts or California Culinary Academy. Students seeking to transfer credits earned at Le Cordon Bleu College of Culinary Arts to another institution should contact the other institution to which they seek admission to inquire as to that institution's policies on credit transfer.

California Culinary Academy and for the Le Cordon Bleu Campuses in: Los Angeles and Sacramento

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

The transferability of credits you earn at California Culinary Academy or Le Cordon Bleu College of Culinary Arts is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma or certificate you earn in your program listed on page one of the Enrollment Agreement is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, diploma or certificate that you earn at California Culinary Academy or Le Cordon Bleu College of Culinary Arts are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending California Culinary Academy or Le Cordon Bleu College



of Culinary Arts to determine if your credits, degree, diploma or certificate will transfer.

California Culinary Academy and for the Le Cordon Bleu campuses in: Los Angeles, Sacramento

Transfer of Credit to California Culinary Academy or Le Cordon Bleu College of Culinary Arts

Students who previously attended an accredited college or university recognized by the U.S. Department of Education may be granted transfer credit, at the sole discretion of California Culinary Academy or Le Cordon Bleu College of Culinary Arts. Courses taken at the previous institution must be determined by California Culinary Academy or Le Cordon Bleu College of Culinary Arts to be sufficiently equivalent to courses offered at California Culinary Academy or Le Cordon Bleu College of Culinary Arts. In addition, California Culinary Academy or Le Cordon Bleu College of Culinary Arts must determine that those courses are applicable to their program of study at California Culinary Academy or Le Cordon Bleu College of Culinary Arts. Only courses in which the student earned a grade of C or above will be considered for transfer. Students seeking to transfer credit are responsible for having official transcripts forwarded to California Culinary Academy or Le Cordon Bleu College of Culinary Arts for review. Students may also be required to submit a school catalog. Students must petition for transfer credit with the Associate Registrar as soon as possible after admission.

It is recommended that all prior coursework be submitted prior to matriculation, but no later than the end of registration for the student's first block of study.

Students who receive transfer credit will have the program tuition charge prorated based upon the remaining number of credits the student must earn in order to graduate. The Business Office will make the appropriate tuition adjustment.

RESIDENCY

Students are required to earn a minimum of 50 percent of their credits in residence

at Le Cordon Bleu College of Culinary Arts or California Culinary Academy. Students transferring from another Le Cordon Bleu College of Culinary Arts campus in North America or from California Culinary Academy may be allowed to carry in more program credits at the discretion of the Executive Chef but would be required to earn a minimum of 25 percent of their credits in residence,

ATTENDANCE

Regular classroom attendance is not only an essential ingredient for academic achievement, but is also a fundamental building block for success in the hospitality industry after graduation. As part of the course requirements, students must attend at least 80 percent of the scheduled time for each course in order to achieve satisfactory attendance. Students in any of the externship courses are required to complete all scheduled hours and record attendance throughout the scheduled course to achieve satisfactory attendance. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Absences will include tardiness or early departures. Students who are not in attendance for any portion of a class will accrue time absent calculated in percentage increments of 25, 50, or 100 percent of the class period as reflected on each daily roster. Students who have been absent from all their scheduled classes for more than 21 consecutive calendar days, not including scheduled College/Academy holidays or breaks, and/or students who officially withdraw from all current courses will be administratively withdrawn from the College/Academy.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Attendance – Distance Education Programs

Regular attendance is not only an essential ingredient for academic achievement, but is also a fundamental building block for success while in the online environment. The programs are accelerated and information missed may directly affect the student's grades. A student is encouraged to attend within the first three days of the start of a module. Thereafter the

student must regularly participate in class by engaging in an academically-related activity, such as contributing to an online discussion or submitting an assignment. Students must log into each of their classes at a minimum of once per week. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Students who have been absent from all their scheduled classes for more than 21 consecutive calendar days, not including scheduled holidays or breaks, and/or students who officially withdraw from all current courses will be administratively withdrawn from the college.

California Culinary Academy and for the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Los Angeles, Miami, Minneapolis/St. Paul, Orlando, Portland, Sacramento, Scottsdale, Seattle, St. Louis

Make-up Policy

Le Cordon Bleu College of Culinary Arts and California Culinary Academy encourage every student to attend all educational activities. If a student is unable to attend scheduled activities for any reason the following policy applies: with Lead Instructor or Executive Chef Approval it is at the discretion of the instructor; to give the original work or any modified work for any missed projects, practical work, or exams. The scheduling of the make-up work is at the discretion of the instructor based on his/ her availability. It is the student's responsibility to seek out the instructor to make up missed work.

Excused absences are those that are documented cases of jury duty, illness, family medical care, military duty. "Documented" means the student must produce documentation—a jury duty summons, doctor's note or copy of military orders.

- Students with an excused absences resulting in a missed quiz, test, practical or oral presentation will be given the opportunity to take a make-up version of the assignment/s at the instructor's earliest convenience for up to 100% of the possible points



- Students with an un-excused absences resulting in a missed quiz, practical or oral presentation will be given the opportunity to take a make-up version of the assignment/s at the instructor's earliest convenience for up to 65% of the possible point

Le Cordon Bleu College of Culinary Arts in Scottsdale/Online Programs

Late Work Policy

Assignments are due at the time and date and in the manner, specified in the assignment or project. All late work must be submitted within three (3) days of the assignment due date. There is no late work accepted in week six (6). Should a student turn in the final assignment past the end of the session, no credit will be given.

GRADING SYSTEM

Grade reports are available to students online through the Student Portal at the completion of each (module,). Course grades are based on the quality of work as shown by written tests, laboratory work, papers, and projects as indicated on the course syllabus. Earned quality points are calculated for each course by multiplying the quality point value for the grade received for the course times the credit hour value of the course. For example, a 4.0 credit course with a grade of 'B' would earn 12.0 quality points [credit value of course (4) times quality point value of 'B' (3)]. The Cumulative Grade Point Average (CGPA) is calculated by dividing the total earned quality points by the total credits completed.

APPLICATION OF GRADES AND CREDITS

The grade chart above describes the impact of each grade on the student's academic progress. For calculating rate of progress, grades of 'F' (failure) and, 'W' (withdrawn are counted as hours attempted, but are not counted as hours successfully completed). Students who wish to withdraw from a course at any time need to fill out a Course Withdrawal Form available in the Registrar's office. Courses the student officially drops before the third course meeting will have no record of the course on their transcript. A 'W' will be awarded to a student that officially

GRADE SCALE

Letter Code	Description	Included in Credits Earned	Included in Credits Attempted	Included in CGPA	Quality Points
A	A	Yes	Yes	Yes	4.00
B	B	Yes	Yes	Yes	3.00
C	C	Yes	Yes	Yes	2.00
D	D	Yes	Yes	Yes	1.00
F	F	No	Yes	Yes	0.00
I	Incomplete	No	Yes	No	n/a
W	Withdrawn	No	Yes	No	n/a
AU	Audit	No	No	No	n/a
P	Pass	Yes	Yes	No	n/a
TC	Transfer	Yes	Yes	No	n/a
PR	Proficiency Credit	Yes	Yes	No	n/a
L	Leave of Absence	No	No	No	n/a

drops or is administratively dropped before the course ends.

The student must repeat any required course in which a grade of F or W is received. Students will only be allowed to repeat courses in which they received a D or below. In the case of a D or F, the better of the two grades is calculated into the CGPA. The lower grade will include a double asterisk indicating that the course has been repeated. Both original and repeated credits will be counted as attempted credits in rate of progress calculations. Federal financial aid may only be used for one repeat of a previously passed course.

A fee will be charged to repeat a class (see addendum for details).

To receive an Incomplete ("I") grade, the student must petition the instructor to receive an extension to complete the required course work. This request must be approved by the end of the last day of class. The student must be passing a course in order to be eligible for an incomplete grade. Should a student fail to complete the unfulfilled coursework requirements within 14 calendar days from the end of the course, the Incomplete grade will be converted to the grade the student earned in the class, inclusive of "0" points for the incomplete work.

Students who disagree with a grade they

have received should contact the instructor to discuss their concern within 14 calendar days from the end of the course. If the student is unable to resolve the dispute with the instructor, he or she should write a letter of appeal no later than 21 calendar days from the end of the course explaining the reasons for the dispute and recommending a decision. The Department Chair/Executive Chef will issue a final decision to the student within (5) business days.

TC and PR credits are included in the maximum time frame in which to complete and the rate of progress calculation, but are not counted in the CGPA.

PROFICIENCY CREDIT

Proficiency credit, recorded as 'PR' on the transcript, may be granted in certain core courses if the student has completed previous coursework at another Le Cordon Bleu International location at the sole discretion of Le Cordon Bleu College of Culinary Arts and California Culinary Academy. Courses taken at the previous institution must be determined by Le Cordon Bleu College of Culinary Arts or California Culinary Academy to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts or California Culinary Academy. Students should submit documentation of previous coursework to the

Associate Registrar for evaluation prior to the end of the first academic module.

National Proficiency Exams

Proficiency credit, recorded as 'PR' on the transcript, for certain courses may be granted to students who achieve acceptable scores on specific nationally recognized exams such as CLEP, Advanced Placement (AP), and DANTES. The American Council on Education (ACE) recommendations are used when awarding CLEP or DANTES credit. Credit for AP coursework is based solely upon the student's performance on the national examination administered by the College Board. A score of three (3) or better on the AP examination is required for proficiency credit.

AUDITING A COURSE

If space permits, a graduate may audit any course within his/her program of study. With consent from the Executive Chef, current students may audit a class outside of their program of study if space permits and if taken concurrently with a program course. Students auditing courses are expected to fully participate in the course and class attendance is required. Tuition for auditing a course is waived for graduates of the College/Academy. Current students taking a course outside of their program will pay tuition at the current rate for the course they audit. Students may be required to purchase tools, textbooks, uniforms, etc. for the audited course. Financial aid is not applicable. Courses students audit will be reflected with an 'AU' grade on the transcript.

NON-DEGREE SEEKING STUDENTS

In select cases as allowed by Le Cordon Bleu College of Culinary Arts or California Culinary Academy, a graduate or enrolled student may be allowed to take a course outside of a program of study subject to space and prerequisite allowances. A student enrolled outside of a specific program is considered to be a non-degree seeking student. Non-degree seeking students are subject to campus policies and attendance is required. Students auditing a course as graduates or current students are subject to audit

restrictions described in the catalog. Enrolled students taking the course as a prerequisite for matriculation to a program will be subject to the grading scale for the course and will be subject to tuition at the current rate for the course they are auditing. Students or graduates may be required to purchase tools, textbooks, uniforms, etc. for the audited course. Financial aid is not applicable.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

All students must maintain satisfactory academic progress in order to remain in attendance at Le Cordon Bleu College of Culinary Arts or California Culinary Academy. Additionally, students receiving federal financial aid assistance must meet the satisfactory academic progress requirements in order to maintain eligibility to receive these funds. Satisfactory academic progress is determined by measuring the student's cumulative grade point average (CGPA) and the student's rate of progress (ROP) toward completion of the academic program at the end of each grading period. A grading period is defined as two (2)-six week modules, except in Austin, Dallas, Seattle, Sacramento and St. Louis where the grading period is defined as one six week module. Both the CGPA and ROP standards must be met in order to be considered as making satisfactory academic progress. These standards are outlined below.

CUMULATIVE GRADE POINT AVERAGE (CGPA) REQUIREMENTS

Students must meet minimum CGPA requirements at specific points throughout the program in order to be considered making satisfactory academic progress. These requirements are noted in the tables below. Only those credits required in the student's program of study are used in the CGPA calculation. The CGPA will be reviewed at the end of each grading period after grades have been posted to determine if the student is meeting the minimum standard. Once the student reaches a new threshold, the minimum CGPA for that level must be maintained until the next level of review.

RATE OF PROGRESS (ROP) TOWARD COMPLETION REQUIREMENTS

In addition to the CGPA requirements, a student must maintain the minimum ROP in order to be considered to be making satisfactory academic progress. The rate of progress percentage is calculated by dividing the credits earned by the credits attempted. Only those credits required in the students program of study, including credits that were transferred from other approved institutions, and proficiency credits earned, are used in the ROP calculation. As with the determination of CGPA, the completion requirements will be reviewed at the end of each grading period after grades have been posted to determine if the student is progressing satisfactorily.

CERTIFICATE/DIPLOMA PROGRAMS		
Programs Greater than 55 Credits		
Credits Attempted	ROP	CGPA
0-26	60%	1.5
27+	66.67%	2.0
Programs Less than 55 Credits		
Credits Attempted	ROP	CGPA
0-17	60%	1.5
18+	66.67%	2.0

ASSOCIATE PROGRAMS		
Quarter Hours		
Credits Attempted	ROP	CGPA
0-15	50%	1.6
16-30	55%	1.75
31-45	60%	1.9
46+	66.67%	2.0

BACHELOR'S PROGRAMS		
Quarter Hours		
Credits Attempted	ROP	CGPA
0-30	50%	1.6
31-60	55%	1.75
61-90	60%	1.9
91+	66.67%	2.0

Programs**(except Sacramento, Seattle, St. Louis, and Minneapolis/St. Paul Campuses)**

	Maximum Allowable Credits
Certificate/Diploma in Le Cordon Bleu Culinary Arts	82
Certificate/Diploma in Le Cordon Bleu Pâtisserie and Baking	82
Associate of Occupational Studies/Science in Le Cordon Bleu Culinary Arts	160
Associate of Occupational Studies/Science in Le Cordon Bleu Pâtisserie and Baking	159
Associate in Science in Le Cordon Bleu Culinary Arts	160
Associate in Science in Le Cordon Bleu Pâtisserie and Baking	159
Associate of Occupational Studies in Le Cordon Bleu Hospitality and Restaurant Management	142
Associate of Occupational Studies in Le Cordon Bleu Culinary Operations	148
Bachelor of Arts in Le Cordon Bleu Culinary Management	270

Programs at the Sacramento, Seattle and St. Louis Campuses

	Maximum Allowable Credits
Certificate in Le Cordon Bleu Culinary Arts	63
Certificate in Le Cordon Bleu Pâtisserie and Baking	67

Programs at the Minneapolis/St. Paul Campus

	Maximum Allowable Credits
Certificate in Le Cordon Bleu Culinary Arts	82
Certificate in Le Cordon Bleu Pâtisserie and Baking	82
Associate in Applied Science in Le Cordon Bleu Pâtisserie and Baking	168

MAXIMUM TIME IN WHICH TO COMPLETE

A student is not allowed to attempt more than 1.5 times, or 150%, of the number of credits in their program of study. The requirements for rate of progress are to assure that students are progressing at a rate at which they will complete their programs within the maximum timeframe.

HOW TRANSFER CREDIT AND CHANGE OF PROGRAM AFFECT SAP

Credit that has been transferred into the institution by the student is included in the ROP calculation; however it has no effect on the grade point average requirement for SAP. Transfer credit is also considered when computing the maximum timeframe allowed for a program of study. For example, a student transfers from institution A to institution B. The student is able to transfer 30 credits earned at

institution A into a program at institution B. The program requires 180 credits to graduate. Thus, the maximum timeframe for this student's new program at institution B will be one and a half times $(150\%) \times 180 = 270$ credits. The 30 transfer hours will be included in the attempted and earned hours when the maximum timeframe and rate of progress is being calculated.

When a student elects to change a program at Le Cordon Bleu College of Culinary Arts or California Culinary Academy the student's attempted and earned credits and grades will be transferred into the new program as applicable, including transfer credit. Credits attempted and earned at the school in the original program of study that apply to the new program of study will be used when computing grade point average, rate of progress and maximum timeframe. Transfer

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credits from another institution that are applicable to the new program of study will not be calculated in the grade point average but will be considered as credits attempted and earned in the maximum timeframe and rate of progress calculations. For example, a student transfers from program A to program B. The student is able to transfer 30 external credits and 10 credits earned in program A into program B. Program B requires 180 credits to graduate. Thus, the maximum time frame for this student's new program will be one and half times $(150\%) \times 180 = 270$ credits. The 30 external transfer hours will be included in the attempted and earned hours when the maximum timeframe and rate of progress are being calculated. The 10 credits earned in program A will be included in the grade point average calculation as well as the maximum timeframe and rate of progress calculation.

WARNING AND PROBATIONARY PERIODS FOR STUDENTS RECEIVING FINANCIAL AID

At the end of each grading period after grades have been posted, each student's CGPA and ROP is reviewed to determine whether the student is meeting the above requirements.

- A student will be placed on FA (Financial Aid) Warning immediately after the first grading period in which the CGPA or the ROP falls below the values specified in the tables above. At the end of the next grading period, the student will be removed from FA Warning and returned to SAP Met Status if the minimum standards are met or exceeded. A student who continues to fall below the specified values will be placed on FA Probation. The student will be required to successfully appeal in order to maintain eligibility for federal financial assistance. (see Appeals section below)
- A student who successfully appeals and is on FA Probation will be evaluated at the end of the next grading period. A student who meets or exceeds the minimum standards will be removed from FA Probation and returned to a SAP Met status. If the

minimum CGPA and ROP requirements are not met at the time of evaluation, the student will be placed on FA Dismissal Status and will be dismissed from school unless the student is meeting the conditions of their academic plan.

If at any point it can be determined that it is mathematically impossible for a student to meet the minimum requirements, the student will be dismissed from the school.

Notification of academic dismissal will be in writing. The Code of Conduct Policy or Grievance Policy section of this catalog describes other circumstances that could lead to student dismissal for non-academic reasons. A tuition refund may be due in accordance with the institution's stated refund policy.

During the period of FA Warning, a student is considered to be making satisfactory academic progress and remains eligible for financial aid. A student is also considered to be making satisfactory academic progress and remains eligible for financial aid during the FA probation period if an appeal is accepted by the institution.

A student on FA Warning and FA Probation must participate in academic advising as deemed necessary by the institution as a condition of academic monitoring. A student who fails to comply with these requirements may be subject to dismissal even though their CGPA or ROP may be above the dismissal levels.

WARNING AND PROBATIONARY PERIODS FOR STUDENTS NOT RECEIVING FINANCIAL AID

At the end of each grading period and after grades have been posted, each student's CGPA and ROP is reviewed to determine whether the student is meeting the above requirements.

- A student will be placed on Warning immediately after the first grading period in which the CGPA or the ROP falls below the values specified in the tables above. At the end of the next grading period, the student will be removed from Warning and returned to SAP Met Status if the minimum standards

are met or exceeded. A student who continues to fall below the specified values will be placed on Probation. The student will be required to successfully appeal in order to remain in attendance at the institution. (see Appeals section below)

- A student who successfully appeals and is on Probation will be evaluated at the end of the next grading period. A student who meets or exceeds the minimum standards will be removed from Probation and returned to a SAP Met status. If the minimum CGPA and ROP requirements are not met at the time of evaluation, the student will be placed on Dismissal Status and will be dismissed from school unless the student is meeting the conditions of their academic plan.

If at any point it can be determined that it is mathematically impossible for a student to meet the minimum requirements, the student will be dismissed from the school.

Notification of academic dismissal will be in writing. The Code of Conduct Policy or Grievance Policy section of this catalog describes other circumstances that could lead to student dismissal for non-academic reasons. A tuition refund may be due in accordance with the institution's stated refund policy.

A student on Warning or Probation must participate in academic advising as deemed necessary by the institution as a condition of academic monitoring. A student who fails to comply with these requirements may be subject to dismissal even though their CGPA or ROP may be above the dismissal levels.

APPEAL

A student who has been placed on Probation or Dismissal may appeal the determination if special or mitigating circumstances exist. Any appeal must be in writing and must be submitted to the Academic Review Committee within 5 business days of receiving notification of his/her violation. The student must explain what type of circumstances contributed to the academic problem and what action is being

implemented to overcome the mitigating circumstance in the future. The decision of the Academic Review Committee is final and may not be further appealed.

For the appeal of non-academic dismissals, please refer to the Code of Conduct Policy or Grievance Policy within this catalog.

REINSTATEMENT

A student who was previously academically dismissed may apply for reinstatement to the institution by submitting a written appeal to the Appeals Committee. The appeal should be in the form of a letter explaining the reasons why the student should be readmitted. The decision regarding readmission will be based upon factors such as grades, attendance, student account balance, conduct, and the student's commitment to complete the program. Dismissed students who are readmitted will sign a new Enrollment Agreement; will be charged tuition consistent with the existing published rate. Students who are interested in applying for federal financial aid may do so at this time.

GRADUATION REQUIREMENTS

In order to graduate, a student must have earned a minimum of a 2.0 CGPA and must have successfully completed all required credits within the maximum credits that may be attempted. Students must also be current on all financial obligations in order to receive official final transcripts and/or diploma.

Academic Honors

Academic honors are a formal recognition of academic achievement in a particular academic progress period (herein identified as "block") or upon graduation from an undergraduate program of study. Graduation honor status is noted on the student's transcript.

Block Honors

A student achieving a block grade point average (GPA) of 3.5 – 4.0 is recognized by the institution as receiving honors. To be eligible for honors status, a student must be enrolled in classes applicable toward graduation at least on a half-time basis. Non-degree seeking



students are not eligible for academic honors. The following indicates the various block honors categories and their requirements:

President's List	4.00	Block GPA
Honor Roll	3.50 – 3.99	Block GPA

Graduation Honors

A graduate from a baccalaureate program who has a cumulative grade point average (CGPA) of at least 3.50 is eligible to receive Latin Honors:

Summa Cum Laude	3.90 – 4.00	CGPA
Magna Cum Laude	3.70 – 3.89	CGPA
Cum Laude	3.50 – 3.69	CGPA

A graduate from an associate, diploma or certificate program that has a cumulative grade point average (CGPA) of at least 3.50 is eligible to graduate "with Honors":

High Honors	3.75 – 4.00	CGPA
Honors	3.50 – 3.74	CGPA

GRADUATION DOCUMENTS

California Culinary Academy

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Atlanta

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts

Associate of Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Las Vegas

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Los Angeles

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Miami

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts

Associate of Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Orlando

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Portland

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Sacramento

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Scottsdale

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Le Cordon Bleu Diplôme in Hospitality & Restaurant Management

Bachelor of Arts Degree in Le Cordon Bleu Culinary Management

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Pâtisserie & Baking

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Operations

Associate of Occupational Studies Degree in Le Cordon Bleu Hospitality & Restaurant Management

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Seattle

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in St. Louis

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

For the Le Cordon Bleu campuses in: Atlanta, Los Angeles, Minneapolis/St. Paul, Orlando, Portland, Sacramento, Seattle and St. Louis

LEAVE OF ABSENCE

An approved Leave of Absence (LOA) is a temporary interruption in a student's academic attendance for a specific period of time in an ongoing program.

Leave of Absence Conditions

The following conditions may be considered:

- Medical Leave (including pregnancy)
- Family Care (unexpected childcare issues or medical care of family)
- Military Duty
- Jury Duty

Temporary Job Assignment (applies only if the student is being temporarily relocated for a job assignment as required by a current employer.)

The following requirements apply:

A student may be granted a Leave of Absence (LOA) if:

- A LOA request is submitted in writing within 5 calendar days of the student's last date of attendance, which includes the reason for the request. If unforeseen circumstances prevent the student from providing a written request within 5 calendar days the institution may use its discretion to grant the student's request if the student provides the written documentation validating the unforeseen circumstances by the last day of the school's attendance policy.
- Students may request multiple LOAs, but the total number of days the student remains on LOA may not exceed 180 days during a consecutive 12-month time frame

Failure to return from an approved leave of absence will result in withdrawal from the school, may have an impact on aid, loan repayment and exhaustion of the loan grace period. Students in a LOA status may not receive further financial aid disbursements

until returning to active status. Contact the financial aid office for more information about the impact of a LOA on financial aid.

California Culinary Academy and the Le Cordon Bleu campuses in: Las Vegas, Miami, Scottsdale

LEAVE OF ABSENCE

An approved Leave of Absence (LOA) is a temporary interruption in a student's academic attendance for a specific period of time in an ongoing program.

Leave of Absence Conditions

The following conditions may be considered:

- Medical Leave (including pregnancy)
- Family Care (unexpected childcare issues or medical care of family)
- Military Duty
- Jury Duty

Temporary Job Assignment (applies only if the student is being temporarily relocated for a job assignment as required by a current employer.)

The following requirements apply:

A student may be granted a Leave of Absence (LOA) if:

- A LOA request is submitted in writing within 5 calendar days of the student's last date of attendance, which includes the reason for the request.
- Students may request multiple LOAs, but the total number of days the student remains on LOA may not exceed 180 days during a consecutive 12-month time frame.

Failure to return from an approved leave of absence will result in withdrawal from the school, may have an impact on aid, loan repayment and exhaustion of the loan grace period. Students in a LOA status may not receive further financial aid disbursements until returning to active status. Contact the financial aid office for more information about the impact of a LOA on financial aid.



STUDENT SERVICES INFORMATION

ACADEMIC ASSISTANCE

Students seek help and advice during their education for many reasons. At Le Cordon Bleu College of Culinary Arts and California Culinary Academy, the student comes first. Every effort is made to develop a relationship with the student body so individuals feel comfortable in requesting and receiving assistance. The Executive Chef is responsible for providing academic assistance and should be consulted when assistance is desired. Referrals to outside agencies may also be provided as needed. The administrative staff and the faculty are also available for advising assistance.

CAREER SERVICES

During the admissions interview, prospective students are advised of the many career paths that are available to them upon graduation. The Admissions Representatives assist students in assessing their talents and discuss the motivation necessary to achieve their career goals.

Students enrolled in Le Cordon Bleu College of Culinary Arts or California Culinary Academy have many opportunities for part-time employment while they pursue their studies. It is important to note that this assistance is available to all students who make satisfactory academic progress. The Director of Career Services is the liaison between students and employers, serving the students by promoting Le Cordon Bleu College of Culinary Arts and California Culinary Academy to prospective employers. These employers are assisted by the referral of qualified candidates from Le Cordon Bleu College of Culinary Arts and California Culinary Academy.

The graduate employment assistance process intensifies as students near graduation. The Director of Career Services assists students with resume writing, interviewing skills and professional networking techniques. Students may interview both on and off campus, until they have secured an appropriate position.

Externship is an important part of the learning experience, and as the last official class a student takes, the culmination of many months of study. Students are encouraged to explore externship opportunities early and shall take an active part in the search for employment.

California Culinary Academy and for the Le Cordon Bleu campuses in: Los Angeles, Sacramento

School Performance Fact Sheet

Completion and Graduate employment rates, or our "School Performance Fact Sheet", are distributed to students at the time of enrollment. All backup data to substantiate these rates is available for review in the Associate Registrar's Office and Career Services office.

EMPLOYMENT DISCLOSURE (ONLY FOR SCHOOLS WITH SPANISH-SPEAKING PROGRAMS)

Le Cordon Bleu College of Culinary Arts and California Culinary Academy will provide career services assistance to its graduates but cannot guarantee job or externship placement, employment or salary. Graduates of any Le Cordon Bleu Spanish-speaking programs who are not fluent in English will likely encounter more difficulty finding employment and an externship, and/or have other employment limitations due to the fact that most businesses require fluency in the English language.

BACKGROUND CHECKS

Agencies and institutions that accept our students for internship/externship and potential employers may conduct a criminal and/or personal background check. Students with criminal records that include felonies or misdemeanors (including those that are drug-related) or personal background issues such as bankruptcy might not be accepted by these agencies for internship/externship or employment following completion of the program. Some agencies and employers

may require candidates to submit to a drug test. Some programs may require additional education, licensure and/or certification for employment in some positions. Employment and internship decisions are outside the control of Le Cordon Bleu College of Culinary Arts and California Culinary Academy.

Le Cordon Bleu College of Culinary Arts and California Culinary Academy cannot guarantee employment or salary.

PLANS TO IMPROVE ACADEMIC PROGRAMS

Le Cordon Bleu College of Culinary Arts and California Culinary Academy reviews its academic programs on a regular basis to ensure relevancy with current employment requirements and market needs. As deemed appropriate, Le Cordon Bleu College of Culinary Arts and California Culinary Academy may change, amend, alter or modify program offerings and schedules to reflect this feedback. If you have questions about this process or any plan to improve academic programs, contact the Education Department.

CYBRARY / LIBRARY INFORMATION

Cybrary

The Cybrary is an Internet-accessible information center committed to facilitating the lifelong learning and achievement of the Career Education Corporation community. This "virtual library" contains a collection of full-text journals, books, and reference materials, links to Websites relevant to each curricular area, instructional guides for using electronic library resources and much more.

The "virtual" collection is carefully selected to support students as they advance through their programs of study and include quality, full-text, peer-reviewed articles from scholarly journals and full-text electronic books. Instructional materials for students and faculty are designed to enhance information literacy skills.

A full-time librarian located at corporate headquarters manages the Cybrary. The librarians at the various CEC colleges participate in selecting the electronic resources and Website links, and help prepare the instructional materials that are on the Website.

Students at all CEC colleges have access to the Cybrary from their campus location and from home, if they have an Internet service provider.

Library/Resource Center

Le Cordon Bleu College of Culinary Arts and California Culinary Academy maintain a Library and Resource Center ("LRC") at the campuses which contain computers for students to access the Cybrary. The LRC is available to all students in full uniform during posted hours.

The Le Cordon Bleu College of Culinary Arts and California Culinary Academy campus library provides materials to support the mission and curriculum and assists each student to attain his/her educational goals. The electronic collection includes books, an assortment of current periodicals, and videos. The library, which provides academic assistance to students, is open during posted hours.

STUDENT SERVICES

Le Cordon Bleu College of Culinary Arts and California Culinary Academy welcome students to discuss any issues or concerns with any member of the faculty or staff. Students are encouraged to discuss academic as well as job-related concerns with either the Executive Chef or Director of Career Services. The staff of Le Cordon Bleu College of Culinary Arts and California Culinary Academy is also available on a daily basis to assist students with financial aid, employment assistance, and academic advisement. Students are welcome on the campus any time during office hours to take advantage of the variety of services provided by Le Cordon Bleu College of Culinary Arts and California Culinary Academy. Le Cordon Bleu College of Culinary Arts and California Culinary Academy encourage students to network with graduates as well as instructors and peers in their classes, thus enhancing their networking opportunities in the industry.

HOUSING AND TRANSPORTATION

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Miami, Minneapolis/ St. Paul, Orlando, Portland, Scottsdale, Seattle, St. Louis

Le Cordon Bleu College of Culinary Arts does not provide on-campus housing, but does assist students with information on area housing.

California Culinary Academy

California Culinary Academy uses outside, third-party vendors to assist students with off-campus housing. Although housing in the immediate area of the school may be available, CCA can make no guarantee of housing while attending school. Many transportation options are available including carpooling, city bus lines that stop near campus and conveniently located public parking with bike racks.

Le Cordon Bleu College of Culinary Arts in Los Angeles

Le Cordon Bleu College of Culinary Arts does not provide dormitory housing or formal housing assistance. Le Cordon Bleu College of Culinary Arts networks with local property management companies that assist students in finding adequate, affordable housing. The student is responsible for the signing of his/her lease, paying all deposits, monthly lease payments and utilities, if required. The school does not assume responsibility for student housing.

Le Cordon Bleu College of Culinary Arts in Sacramento

Le Cordon Bleu College of Culinary Arts does not assume responsibility for student housing, does not have dormitory facilities under its control, and does not offer student housing assistance.

STUDENT ORIENTATION

Prior to beginning classes at Le Cordon Bleu College of Culinary Arts or California Culinary Academy, all new students attend an orientation program. Orientation facilitates a successful transition into Le Cordon Bleu College of Culinary Arts or California Culinary Academy. New students are required to attend regardless of their prior college experience. At orientation, students are acquainted with the campus, the
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administrative staff, the faculty and their peers. The directors of the administrative departments explain the ways in which they assist students and clarify students' rights and responsibilities.

STUDENT PORTAL

The student portal is a secure website that allows a student access to his or her information including schedule, grades, account balance and activity, school events, school contact information, and much more. Le Cordon Bleu College of Culinary Arts and California Culinary Academy offer this capability so that it's easy for our students to be in touch with us and enhance their college experience. Upon acceptance to Le Cordon Bleu College of Culinary Arts or California Culinary Academy, students will be issued a Student Number that can be used to gain access to the student portal.

STUDENT RECORD RETENTION

Le Cordon Bleu College of Culinary Arts and California Culinary Academy maintain student records at the campus for a minimum of five (5) years. Le Cordon Bleu College of Culinary Arts and California Culinary Academy student transcripts are retained indefinitely.

TRANSCRIPTS

An official transcript is maintained for each student. The transcript provides a complete record of all course grades and credits earned. Le Cordon Bleu College of Culinary Arts or California Culinary Academy will supply official transcripts to whomever the student or graduate designates.

Transcript requests are fulfilled through Docufide, a leading company in secure transcript. Transcript Fee is assessed regardless of transcript hold status. If you have an outstanding balance preventing release of your transcript, we will not be able to issue your official transcript.

- \$5 – Transcript (electronic or paper) requested electronically through Docufide
- \$10 – Transcripts ordered through the campus
- \$30 – Overnight/US Mail delivery



Additional information on the electronic transcript service can be found on the student portal.

UNIFORM POLICY

The uniform policy can be found in the Le Cordon Bleu College of Culinary Arts or California Culinary Academy Student Handbook. The Student Handbook is distributed to students upon admission to the school.

California Culinary Academy and for the Le Cordon Bleu campuses in: Los Angeles, Sacramento

California Food Handler Requirement

Effective July 1, 2011, the California Food Handler Card law will require all persons working in certain foodservice establishments within the state of California to attend a course in food safety provided by a certification organization, pass a test and receive a Food Handler Card. Students attending Le Cordon Bleu College of Culinary Arts or California Culinary Academy will be required to successfully complete the requirements for NEHA Certification or the California Food Handler Card as a prerequisite when beginning any course that involves the production of food for sale to the public and deemed by the state of California as requiring a California Food Handler Card. Valid certification must be presented prior to entering courses with this prerequisite. Failure to meet this requirement will make them ineligible to complete program requirements which may lead to withdrawal from their course of study. This requirement may also be applicable to employment in the industry.

Course LCBC105 – The NEHA Exam and preparation in this course meets state requirements. Students must pass the NEHA test offered during LCBC105 to receive their California Food Handler Card at additional costs through an agency outside of Le Cordon Bleu College of Culinary Arts or California Culinary Academy.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Food Handlers Card

It is required that all students obtain a Maricopa County Food Handlers' Card prior to entering their first lab class. There is a small fee to take the test and your instructor will provide you with information on where and when to take the test.

Course Materials Return Policy for Distance Education Programs

Credit will be issued for return of course materials only under the following circumstances:

- The materials being returned must be in original shrink wrapping or unopened with tamper resistant seals intact; and
- The materials being returned must be undamaged, unmarked and in saleable condition; and
- The Return Merchandise Authorization (RMA) number must be included with the return; and
- The materials being returned must have been shipped by Words of Wisdom (WOW), be for the current session only and either be related to a class from which the student has formally withdrawn or have been refused by student or returned to WOW by the carrier; and
- RMA must be requested from WOW Customer Service by student within seven (7) calendar days of the current session start (unless returned by carrier).

GENERAL INFORMATION

CAMPUS SECURITY

Le Cordon Bleu College of Culinary Arts and California Culinary Academy publish an annual security report that contains information concerning policies and programs relating to campus security, crimes and emergencies, the prevention of crimes and sexual offenses, drug and alcohol use, campus law enforcement and access to campus facilities. The annual security report also includes statistics concerning the occurrence of specified types of crimes on campus, at certain off-campus locations, and on the public property surrounding the campus. The annual security report is published each year by October 1 and contains statistics for the three most recent calendar years. The annual security report is provided to all current students and employees. A copy of the most recent annual security report may be obtained from the President's office during regular business hours.

In addition to the annual security report, Le Cordon Bleu College of Culinary Arts and California Culinary Academy maintain a crime log recording all reported crimes. The crime log is available for public inspection during regular business hours at President's office.

Le Cordon Bleu College of Culinary Arts and California Culinary Academy remind all students that they are ultimately responsible for their own actions regarding their safety and welfare.

CONDUCT POLICY

All students are expected to respect the rights of others and are held responsible for conforming to the laws of the national, state and local governments, and for conducting themselves in a manner consistent with the best interests of Le Cordon Bleu College of Culinary Arts, California Culinary Academy and of the student body.

CODE OF CONDUCT

Students, staff, faculty and guests follow a Code of Conduct adhering to a socially responsible and ethical approach to the

educational mission of the institution. Rights of students are protected through the Grievance Process, which is addressed within this section, but responsibilities are addressed within the Code of Conduct Policy. Following is a set of guiding principles for behavior which is based on the values of honesty, respect, responsibility, fairness and trust (Center For Academic Integrity, 1999). It is a commitment that the members of the community will treat everyone with these characteristics promoting the highest standards of a safe and healthy environment. Individuals will not conduct themselves in any manner that might damage the reputation of, or otherwise harm the organization. Access to school premises is reserved for currently enrolled students, guests of the institution or approved visitors. Rules of Conduct include the following actions by officers of the institution: a) oversee behavior b) investigate violations and c) manage judgment through administrative agreement and sanctions.

Attendance at this institution is a privilege, not a right; therefore, students whose behavior may be detrimental to other members of the community may be officially warned, sanctioned through an informed process, suspended and/or dismissed from the institution. Behavior that infringes upon rights, safety, or privileges, or which impedes the educational process or the institution's right to conduct its business is prohibited. Such infractions include but are not limited to the following:

Respect

- Deliberate disruptive, profane or disrespectful words, actions, violence or physical interference with the rights of faculty, staff, other students or with any institutional facilities, externship site, or with any authorized function being carried out on the premises or at any institution sponsored event or activity.

- Harassment of any member of the community based on race, national origin, ethnicity, color, creed, gender, sexual orientation; disposition, age, religion, marital or veteran status, genetic predisposition or carrier status, or any other basis protected by applicable local, state or federal laws. Engagement in self-initiated physical violence, bodily harm, or injury towards any member of the community or willful participation in a physical altercation.

Responsibility

- Failure to comply with the reasonable direction or lawful requests of officials (including, but not limited to faculty, administrators, and security personnel) or law enforcement officers acting in the performance of their duties or obey directives or orders expressed by such officials to cease and desist from any inappropriate act.

Honesty

- Students are expected to demonstrate academic integrity by completing their own work assignments and assessments. Submission of work from another person, using unauthorized notes, having someone else take an examination in a student's place, copying from another or a published document without citing sources or submitting the same paper to multiple courses without the knowledge of the all instructors involved constitute violations of academic honesty. Plagiarism is any stealing of intellectual content and is not affected by intentionality.

Trust

- Students, staff and faculty trust that individuals will voluntarily follow the Code of Conduct as well as adhere to expectations voiced by the institution. Student expectations are provided during student orientation. Faculty and staff expectations are provided during faculty and staff orientations as well as provided on



individual job descriptions. The standards of the institution are established by the residing state as well as the accreditation agency and the expectation is that the entire community trusts in them and adheres to them as part of both the Code of Conduct and the integrity of the institution.

Fairness

- Students, faculty and staff will be treated fairly based on their role within the organization. Should an exception be granted for any person in any circumstance, that exception will be well documented with both the rationale and all supporting evidence.

DRUG-FREE ENVIRONMENT

As a matter of policy, Le Cordon Bleu College of Culinary Arts and California Culinary Academy prohibit the unlawful manufacture, possession, use, sale, dispensation, or distribution of controlled substances and the possession or use of alcohol by students and employees on its property and at any school activity. The only exception is authorized wine tasting within the classroom. Further information on the school's policies can be found in the Student Handbook. Any violation of these policies will result in appropriate disciplinary actions up to and including expulsion in the case of students and termination in the case of employees, even for a first offense. Violations of the law will also be referred to the appropriate law enforcement authorities. Students or employees may also be referred to abuse help centers. If such a referral is made, continued enrollment or employment will be subject to successful completion of any prescribed counseling or treatment program. Information on the school's drug-free awareness program and drug and alcohol abuse prevention program may be obtained from the President's Office.

FACILITY INFORMATION

California Culinary Academy

California Culinary Academy is located in the Potrero Hill neighborhood at 350 Rhode Island Street. All courses, with the exception of the Externship, are conducted at this location. Our

campus encompasses kitchen lab classrooms, wireless high-speed lecture classrooms, computer classrooms and a fine-dining restaurant, all housed in approximately 100,000 square feet. Other distinctive features include a student/staff lounge and the CCA library which houses an extensive stock of current culinary, hospitality and restaurant periodicals, along with texts and videos to supplement classroom and workshop instruction.

Le Cordon Bleu College of Culinary Arts in Atlanta

The campus facilities and the equipment used comply with all federal, state and local ordinances and regulations including those related to fire safety, building safety and health. Kitchen labs are equipped with stoves, ovens, and food preparation equipment commonly found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

Le Cordon Bleu College of Culinary Arts in Los Angeles

Pasadena Campus

The Le Cordon Bleu College of Culinary Arts in Los Angeles main campus in Pasadena is located at 530 E Colorado Blvd., 525 E Colorado Blvd, 521 E Green St., and 561 E Green St. in Pasadena, California, (626) 229-1300. The Pasadena campus occupies over 104,000 square feet that supports the institution's population, labs and equipment. Physical resources are monitored and evaluated to stay abreast of industry standards.

The Pasadena campus's facilities consist of classrooms for its specialized instructional needs as well as general purpose classrooms, 1 restaurant comprised of two service styles (quick service and full service), a prep kitchen, Learning Resources Center, and common use rooms for meetings, conferences, guest speakers etc. Classroom types include: Culinary labs, pâtisserie and baking labs, a chocolate lab, academic classrooms, and demo labs. Several classrooms are able to be combined to create large presentation lecture spaces.

Classrooms are equipped with industry current equipment directly related to the curriculum such as projectors, screens, white boards, ice cream machines, mixers, ranges, ovens etc.

Hollywood Campus

The Hollywood branch campus of Le Cordon Bleu College of Culinary Arts in Los Angeles (Hollywood campus) is located at: 6370 Sunset Boulevard Hollywood, CA 90028 Phone: (323) 203-3980

The Hollywood campus occupies over 21,000 square feet that supports the institution's population, labs and equipment. Physical resources are monitored and evaluated to stay abreast of industry standards.

The Hollywood campus's facilities consist of classrooms for its specialized instructional needs as well as general purpose classroom and a Learning Resource Center. Classroom types include: Culinary labs, pâtisserie and baking labs, an academic classroom, and demo lab. Classrooms are equipped with industry current equipment directly related to the curriculum such as projectors, screens, white boards, ice cream machines, mixers, ranges, ovens etc.

Le Cordon Bleu College of Culinary Arts in Las Vegas

The educational facility and administrative offices of the college are located in a convenient suburban setting, just minutes from the Las Vegas "Strip". The campus location is adjacent to major thoroughways and is accessible from all parts of the metro area. Housing, public transportation and nearby shopping malls allow the students to live, commute and work nearby. The campus occupies more than 55,000 square feet in a freestanding facility with ample parking.

Le Cordon Bleu College of Culinary Arts in Miami

Le Cordon Bleu College of Culinary Arts is only twenty minutes away from the heart of Miami and from downtown Ft. Lauderdale. The Campus consists of approximately 60,000 square feet of kitchen labs and classrooms.

Our labs feature industry-current commercial equipment and are designed for maximum efficiency, learning and comfort. They offer a great proving ground to replicate the kind of fast-paced environment our graduates can experience in the industry. Students will also find at this beautiful campus setting:

- Classrooms designed to facilitate learning, which consist of lecture rooms and instructional kitchens.
- Small classes encourage student/faculty interaction and students receive individual attention to help them reach their potential.

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Totaling 70,000 square feet, the campus of Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul, MN is in Mendota Heights, Minnesota near the Mall of America and the Minneapolis/St. Paul International Airport. Our campus is located at:

1315 Mendota Heights Road
Mendota Heights, MN, 55120

It is located near major highways and public transportation, and parking is available to college students. Kitchen labs are equipped with stoves, ovens, and food-preparation equipment found in the industry. A wide range of small wares are provided for students' use in practicing various culinary skills and techniques.

Le Cordon Bleu College of Culinary Arts in Orlando

The campus facilities and the equipment used comply with all federal, state and local ordinances and regulations including those related to fire safety, building safety and health. The campus occupies approximately 80,000 square feet, conveniently located near John Young Parkway, Sand Lake Road, I-4, and the Beachline Expressway. The campus is near public transportation lines, and parking is available to students at no charge. The campus is located close to downtown Orlando, International Drive, the Florida Mall, the Millenia Mall, all major theme parks, and the Orlando International Airport. Kitchen labs are equipped with stoves, ovens, and food preparation equipment commonly found in the industry.

A wide range of small wares are provided for the students' use in practicing a variety of culinary skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

Le Cordon Bleu College of Culinary Arts in Portland

Le Cordon Bleu College of Culinary Arts' main campus is situated in the heart of downtown Portland in the historic Galleria Building, located at:

600 SW 10th Avenue, Suite 500
Portland, OR 97205

Le Cordon Bleu College of Culinary Arts is centrally located and offers immediate access to a public transportation system. Within the main campus' approximately 39,023 square feet, including nine kitchen classrooms (including two demonstration labs) and four lecture rooms. Kitchen labs are equipped with food preparation equipment found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary and baking and pastry skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

Le Cordon Bleu College of Culinary Arts in Sacramento

The Le Cordon Bleu College of Culinary Arts facility has the following features:

- Kitchen Labs featuring industry-current culinary equipment.
- A multi-purpose room for use in new student orientation, college and public events, on-site recruitment, lectures, and special classes.
- A student area and resource center.
- Office space for administrative and support staff.
- Ample storage space for files and supplies.

All courses, with the exception of the Externship, are conducted at this location:
2540 Del Paso Road
Sacramento, CA 95834

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Le Cordon Bleu College of Culinary Arts in Scottsdale

Camelback Campus

The campus is housed in a former country club setting against the beautiful backdrop that overlooks Camelback Mountain, a well-known landmark in the high-end resort destination of the Phoenix Metropolitan area. Camelback Campus houses administrative offices, numerous classrooms, and kitchens.

Skybridge Facility

The Skybridge facility is an expansion of the Camelback Main Campus. It is located in bustling Old Town Scottsdale, Arizona, minutes away from the main campus. It provides a stunning panorama of Scottsdale's popular 5th Avenue shops and internationally acclaimed tourist district. Skybridge Campus houses administrative offices, numerous classrooms, kitchens, the main library, and Technique, a student-run restaurant.

Le Cordon Bleu College of Culinary Arts in Seattle

The Le Cordon Bleu College of Culinary Arts facility has the following features:

- Kitchen labs featuring industry-current culinary equipment.
- A resource center.
- Office space for administrative and support staff.
- Ample storage space for files and supplies.

Le Cordon Bleu College of Culinary Arts in St. Louis

Le Cordon Bleu College of Culinary Arts is located at:

7898 Veteran's Memorial Parkway
St. Peters, MO 63376

The facility has the following features:

- Kitchen Labs featuring industry-current culinary equipment.
- A student area and resource center.
- Office space for administrative and support staff.

- Storage space for files and supplies.
- Designated conference and copy/workroom.

HOURS OF OPERATION, INSTRUCTIONAL HOURS & CLASS SCHEDULING

Le Cordon Bleu College of Culinary Arts and California Culinary Academy hours of operation are 9:00 AM to 8:00 PM, Monday through Thursday and 9:00 AM to 5:00 PM on Friday, unless posted otherwise. Instructional Hours of operation are from 6:00 AM to 10:35 PM, Monday through Friday.

An instructional hour is defined as each scheduled 50-minute period.

All student schedules are issued at the discretion of Le Cordon Bleu College of Culinary Arts. Student work schedules must be made around assigned class hours. Courses are normally scheduled to begin six-week intervals. Le Cordon Bleu College of Culinary Arts and California Culinary Academy reserve the right to change, delete or schedule additional courses whenever necessary. To accommodate the changing industry environment, Le Cordon Bleu College of Culinary Arts and California Culinary Academy reserve the right to alter or substitute courses whenever necessary. Changes will not negatively affect currently enrolled students.

Schedule of Course Offerings

The chief academic officer or designee is responsible for developing schedules of course offerings each block and making them available to all necessary parties. Not all courses may be offered every module/block. Last minute changes to schedules are to be avoided whenever possible, but may be necessary to accommodate staffing and class size. The chief academic officer or designee is responsible for making the final decision to add, cancel, combine or split courses based on enrollment, academic effectiveness and other factors. Students will be given prompt notification of schedule changes.

CLASS SIZE

The skills needed for a particular program are reinforced with relevant instruction. Le Cordon Bleu College of Culinary Arts and California Culinary Academy instructors provide supervision and guidance, which promotes confidence and support.

Laboratory Classes – Students attend laboratory classes for their program with class sizes not to exceed 40 students.

Lecture Classes – Students attend lecture classes for their program with class sizes not to exceed 50 students.

SCHOOL CLOSING INFORMATION – GENERAL INFORMATION

Scheduled school closings can be found in the academic calendar. In the event of a weather related closing, students will be notified via a global alert system that contacts their email and phone numbers provided to the school.

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

School Closing Information

Le Cordon Bleu College of Culinary Arts makes every effort to maintain regularly scheduled classes, however, if circumstances arise that force us to cancel classes we will utilize the school's Emergency Notification System (ENS). Students will receive a recorded message via telephone from the school indicating the cancellation of classes as well as an e-mail message. In the case of inclement weather, information about school closings can be found in the Student Handbook.

Le Cordon Bleu College of Culinary Arts in Seattle

School Closing Information

In the event of an emergency in which the school would be closed, students, faculty and staff will be notified by email and text message through the Global Alert Link contact system.

Le Cordon Bleu College of Culinary Arts in St. Louis

School Closing Information

Le Cordon Bleu College of Culinary Arts makes every effort to maintain regularly scheduled classes, however, if circumstances arise that force us to cancel classes we will utilize the school's Emergency Notification System (ENS). Students will receive a recorded message via telephone from the school indicating the cancellation of classes as well as an e-mail message. In the case of inclement weather, the school closure will be reported to the local FOX television affiliate KTVI.

GRIEVANCE POLICY

Internal Grievance Policy

Many student complaints can be resolved through discussion with the appropriate instructor or staff member and the use of this grievance procedure, and we encourage students to make contact at the first indication of a problem or concern.

This section describes the steps the student should follow so that the problem can be fully and fairly investigated and addressed. The student will not be bound by any resolution unless the student agrees to accept it. If the student does not accept a proposed conclusion or resolution, then the student may pursue the matter in arbitration as provided for in the student's Enrollment Agreement. However, the student must pursue his or her claim through this grievance procedure first.

Please note that this grievance procedure is intended for problems concerning a student's recruitment, enrollment, attendance, education, financial aid assistance, or career service assistance, or the educational process or other school matters. It does not apply to student complaints or grievances regarding grades or sexual harassment, which are addressed in other sections of this catalog.

Le Cordon Bleu College of Culinary Arts or California Culinary Academy and the student agree to participate in good faith in this grievance procedure. We will receive all information submitted by the student concerning a grievance in strict confidence

and we and the student agree to maintain confidentiality in the grievance procedures. No reprisals of any kind will be taken by any party of interest or by any member of the Le Cordon Bleu College of Culinary Arts or California Culinary Academy administration against any party involved. We will investigate all complaints or grievances fully and promptly. So long as the student pursues this grievance procedure to its conclusion, the period during which the student is pursuing this process will not count toward any statute of limitations relating to the student's claims.

Step 1 – Grievances or complaints involving an individual instructor or staff member should first be discussed with the individual involved. Grievances or complaints involving a policy or class should first be discussed with the individual enforcing that policy, the class instructor, or the Lead Instructor. Alternatively, the student may submit the complaint to the campus Executive Chef.

Step 2 – If the matter is not resolved to the student's satisfaction in Step 1, the student may submit a written, dated and signed statement of the grievance or complaint and a description of the actions that have taken place thus far to the next level of authority directly or through the President.

Step 3 – If the matter is not resolved to the student's satisfaction in Step 2, the student's next step is to submit a written, dated and signed statement to the campus President. Within five (5) days of the President's receipt of the written statement, the President will arrange to preliminarily meet with the student to discuss the grievance, and the President will thereafter conduct an investigation, including providing the student with a full and fair opportunity to present evidence relevant to the matter. The President will render his/her decision in writing within ten (10) business days after concluding his/her investigation, setting out the President's findings, conclusions, and reasoning. The President's decision will be final. The student's written complaint, together with the President's decision, will become a permanent part of the files of the parties involved.

GENERAL

This grievance procedure is designed to address problems promptly and without undue delay. In order to achieve that, the student must initiate Step 1 within ten (10) business days of the incident or circumstance(s) giving rise to the complaint, and must initiate each other Step within ten (10) business days after receiving a response or if more than twenty (20) business days have passed with no response. If the student fails to take any of the steps in this procedure within the required time frames, then the student will be deemed to have accepted the resolution last proposed by Le Cordon Bleu College of Culinary Arts or California Culinary Academy. If the school fails to act within the time frames described in this procedure, then the student may elect to forgo any further steps in the grievance procedure and choose to go directly to arbitration as provided in the student's Enrollment Agreement. The time periods set forth in these procedures can be extended by mutual consent of Le Cordon Bleu College of Culinary Arts or California Culinary Academy and the student.

Students may also contact the following agencies:

The Accrediting Council for Independent Colleges and Schools (ACICS)

750 First Street, NE Suite 980
Washington, DC 20002-4241
Phone: (202) 336-6780

The Accrediting Commission of Career Schools and Colleges (ACCSC)

2101 Wilson Blvd., Suite 302
Arlington, VA 22201
Phone: (703) 247-4212

The American Culinary Federation (ACFEFAC)

180 Center Place Way
St. Augustine, FL 32905
Phone: (904) 824-4468 or (800) 624-9458

A copy of the Commission's Complaint Form is available at the school and may be obtained by contacting the Executive Chef.

California Culinary Academy and for the Le Cordon Bleu campuses in: Los Angeles, Sacramento

The student may also contact the Bureau for Private Postsecondary Education
P.O. Box 980818
Sacramento, CA 95798-0818
Phone: (888) 370-7589
Fax: (916) 263-1897
www.bppe.ca.gov

Le Cordon Bleu College of Culinary Arts in Atlanta

The student may also file a complaint directly with the Nonpublic Postsecondary Education Commission at any time. The student may contact the Nonpublic Postsecondary Education Commission for further details at :
Nonpublic Postsecondary Education Commission (NPEC)
2082 East Exchange Place, Suite 220
Tucker, GA 30084
Phone: (770) 414-3300

Le Cordon Bleu College of Culinary Arts in Las Vegas

Commission on Postsecondary Education
3663 East Sunset Road Suite 202
Las Vegas, Nevada 89120
Phone: (702) 486-7330
Fax: (702) 486-7340
<http://www.cpe.state.nv.us/>

For the Le Cordon Bleu campuses in: Miami, Orlando

At any time, if a student has a concern, grievance, or complaint about the institution, the student may contact:

Commission for Independent Education
Florida Department of Education
325 West Gaines Street, Suite 1414
Tallahassee, Florida 32399-0400
Phone: (850) 245-3200 or (888) 224-6684
www.fldoe.org/cie/

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Students may also contact the:
Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5277

Wisconsin residents may contact the:
Wisconsin Educational Approval Board
30 W. Mifflin St., P.O. Box 8696
Madison, WI 53708-8986

Le Cordon Bleu College of Culinary Arts in Portland

Students aggrieved by action of the school should attempt to resolve these problems with appropriate school officials. Should this procedure fail students may contact:

The student may also file a complaint with the Oregon Office of Degree Authorization, Oregon Student Assistance Commission
1500 Valley River Drive, #100
Eugene, OR 97401
Phone: (541) 687-7452

Workforce Training and Education
Coordinating Board
128 Tenth Avenue SW
P.O. Box 43105
Olympia, Washington 98504-3105
Phone: (360) 753-5662

Le Cordon Bleu College of Culinary Arts in Scottsdale

The student also may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. Please direct all inquiries to:

Arizona State Board for Private Postsecondary Education
1400 W. Washington, Room 260
Phoenix, Arizona 85008
Phone: (602) 542-5709
www.azppse.gov

Le Cordon Bleu College of Culinary Arts in Seattle

Workforce Training and Education
Coordinating Board
128 Tenth Avenue SW
P.O. Box 43105
Olympia, Washington 98504-3105
Phone: (360) 753-5662

Le Cordon Bleu College of Culinary Arts in St. Louis

The student may also file a complaint with the:
Missouri Department of Higher Education (MDHE)
3515 Amazonas Drive
Jefferson City, MO 65109
Phone: (573) 751-2361

For the Le Cordon Bleu campuses in: Atlanta, Los Angeles, Minneapolis/St. Paul, Orlando, Portland, Sacramento, Seattle and St. Louis

LE CORDON BLEU COLLEGE OF CULINARY ARTS/CALIFORNIA CULINARY ACADEMY FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT NOTICE

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Le Cordon Bleu College of Culinary Arts or California Culinary Academy receives a request for access. A student should obtain a Request to Inspect and Review Education Records form from the portal and submit to the President, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected.

Students are not entitled to inspect and review financial records of their parents. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write to the President, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing re-garding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Le Cordon Bleu College of Culinary Arts or California Culinary Academy discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance

committee. A school official also may include a volunteer or contractor outside of Le Cordon Bleu College of Culinary Arts or California Culinary Academy who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of the education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the institution.

Parental access to a student's record will be allowed by Le Cordon Bleu College of Culinary Arts or California Culinary Academy without prior consent if:

- a) the student has violated a law or the institution's rules or policies governing alcohol or substance abuse, if the student is under 21 years old; or
- b) the information is needed to protect the health or safety of the student or other individuals in an emergency.

Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Le Cordon Bleu College of Culinary Arts or California Culinary Academy to comply with the requirements

of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Below is a listing of the disclosures that postsecondary institutions may make without consent:

FERPA permits the disclosure of education records, without consent of the student, if the disclosure meets certain conditions found in the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose education records without obtaining prior written consent of the student in the following instances:

- To other school officials, including teachers, within Le Cordon Bleu College of Culinary Arts or California Culinary Academy whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions.
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the institution's State-supported education programs. Disclosures under this provision may be made, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility

for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. To accrediting organizations to carry out their accrediting functions.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "directory information" may be released at the school's discretion. Le Cordon Bleu College of Culinary Arts or California Culinary Academy have defined directory information as the student's name, address(es), telephone number(s), e-mail address, birth date and place, program undertaken, dates of attendance, honors and awards, photographs and credential awarded. If a student does not want his or her directory information to be released to third parties without the student's consent, the student must present such a request in writing to the President within 45 days of the student's enrollment or by such later date as the institution may specify. Under no circumstance may the student use the right to opt out to prevent the institution from disclosing that student's name, electronic identifier, or institutional e-mail address in a class in which the student is enrolled.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding if the school determines the student is an alleged perpetrator of a crime of violence or non-

forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of twenty-one.

REASONABLE ACCOMMODATIONS POLICY – INDIVIDUALS WITH DISABILITIES

Le Cordon Bleu College of Culinary Arts and California Culinary Academy do not discriminate against individuals on the basis of physical or mental disability and is fully committed to providing reasonable accommodations, including appropriate auxiliary aids and services, to qualified individuals with a disability, unless providing such accommodations would result in an undue burden or fundamentally alter the nature of the relevant program, benefit, or service provided by Le Cordon Bleu College of Culinary Arts or California Culinary Academy. To request an auxiliary aid or service please contact the Regulatory Operations Consultant or the Executive Chef at the institution.

Individuals requesting an auxiliary aid or service will need to complete an Application for Auxiliary Aid. To enable Le Cordon Bleu College of Culinary Arts or California Culinary Academy to timely provide an auxiliary aid or service, Le Cordon Bleu College of Culinary Arts or California Culinary Academy request that individuals complete and submit the Application for Auxiliary Aid six weeks before the first day of classes, or as soon as practicable. Disagreements regarding an

appropriate auxiliary aid and alleged violations of this policy may be raised pursuant to Le Cordon Bleu College of Culinary Arts' or California Culinary Academy's grievance procedures.

SCHOOL POLICIES

Students are expected to be familiar with the information presented in this school catalog, in any supplements and addenda to the catalog, and with all school policies. By enrolling in Le Cordon Bleu College of Culinary Arts or California Culinary Academy, students agree to accept and abide by the terms stated in this catalog and all school policies. If there is any conflict between any statement in this catalog and the enrollment agreement signed by the student, the provision in the enrollment agreement controls and is binding.

RESPONSIBILITY FOR PERSONAL PROPERTY

Le Cordon Bleu College of Culinary Arts and California Culinary Academy assume no responsibility for loss or damage to personal property through fire, theft, or other causes.

TERMINATION POLICY

The Le Cordon Bleu College of Culinary Arts and California Culinary Academy reserve the right to dismiss a student for any of the following reasons: failure to maintain satisfactory academic progress, failure to pay school fees and/or tuition by applicable deadlines, disruptive behavior, posing a danger to the health or welfare of students or other members of the Le Cordon Bleu College of Culinary Arts or California Culinary Academy community, or failure to comply with the policies and procedures of the Le Cordon Bleu College of Culinary Arts or California Culinary Academy. Any unpaid balance for tuition, fees and supplies becomes due and payable

immediately upon a student's dismissal from the school. The institution will also determine if any Title IV funds need to be returned (see Financial Information section of this catalog).

UNLAWFUL HARASSMENT POLICY

Le Cordon Bleu College of Culinary Arts and California Culinary Academy are committed to the policy that all members of the school's community, including its faculty, students, and staff, have the right to be free from sexual harassment by any other member of the school's community. Should a student feel that he/she has been sexually harassed; the student should immediately inform the President and/or the Executive Chef.

Sexual harassment refers to, among other things, sexual conduct that is unwelcome, offensive, or undesirable to the recipient, including unwanted sexual advances.

All students and employees must be allowed to work and study in an environment free from unsolicited and unwelcome sexual overtures and advances. Unlawful sexual harassment will not be tolerated.

CATALOG ADDENDUM

See the catalog addendum for current information related to the school calendar, tuition and fees, listing of faculty, and other updates.

This catalog is for the following Le Cordon Bleu campuses:

Atlanta, GA

1927 Lakeside Parkway
Tucker, GA 30084
866.315.CHEF [2433]

Las Vegas, NV

1451 Center Crossing Road
Las Vegas, NV 89144
866.450.CHEF [2433]

Los Angeles, CA

PASADENA CAMPUS:
530 East Colorado Blvd.
Pasadena, CA 91101

HOLLYWOOD CAMPUS:
6370 West Sunset Blvd.
Hollywood, CA 90028
888.900.CHEF [2433]

Miami, FL

3221 Enterprise Way
Miramar, FL 33025
866.762.CHEF [2433]

Minneapolis/St. Paul, MN

1315 Mendota Heights Road
Mendota Heights, MN 55120
800.528.4575

Orlando, FL

8511 Commodity Circle
Orlando, FL 32819
866.622.CHEF [2433]

Portland, OR

600 SW 10th Avenue, Suite 500
Portland, OR 97205
888.848.3202

Sacramento, CA

2450 Del Paso Road
Sacramento, CA 95834
916.830.6220

San Francisco, CA

California Culinary Academy
350 Rhode Island Street
San Francisco, CA 94103
800.229.CHEF [2433]

Scottsdale, AZ

8100 E. Camelback Road
Suite 1001
Scottsdale, AZ 85251
800.848.CHEF [2433]

Seattle, WA

360 Corporate Drive North
Tukwila, WA 98188
866.863.2580

St. Louis, MO

7898 Veteran's Memorial
Parkway
St. Peters, MO 63376
866.863.2061

Online

888.557.4222



Chefs.edu



LE CORDON BLEU

Tuition and Fees

As of 03/31/2014

Associate of Occupational Studies in Le Cordon Bleu Culinary Arts / Le Cordon Bleu Patisserie and Baking (Resident Students)	
Tuition	\$37,000
Application Fee (non-refundable)	\$50
Estimated Total Cost	\$37,050

Associate of Occupational Studies in Le Cordon Bleu Culinary Arts / Le Cordon Bleu Patisserie and Baking (Non-Resident Students)	
Tuition	\$40,000
Application Fee (non-refundable)	\$50
Estimated Total Cost	\$40,050

Certificate in Le Cordon Bleu Culinary Arts / Le Cordon Bleu Patisserie and Baking	
Tuition	\$19,500
Application Fee (non-refundable)	\$50
Estimated Total Cost	\$19,550

Tuition charge includes books, supplies, and uniforms. The tuition listed above is for the total length of the program. Additional fees may apply in the case of repeated courses.

Retake Fees (per credit hour)

Lecture and Lab Courses	\$100
Externship Courses	\$50

Le Cordon Bleu reserves the right to increase all fees and tuition without notice, at its discretion. Once a student completes an Enrollment Agreement, the tuition and fees charges stated on that Enrollment Agreement will not change provided the student starts classes as scheduled and continues without interruption.

Housing and living expenses, as well as miscellaneous incidentals, are the student's responsibility.

Tuition and Fees are also disclosed on Tuition and Fees Sheet published at: http://www.chefs.edu/Admissions/~media/LCB/Files/Docs-Resources/Portland_TuitionAndFees.ashx

Academic Calendar

As of 03/31/2014

21 Month | 84 Week Programs

- Associate of Occupational Studies in Le Cordon Bleu Culinary Arts
- Associate of Occupational Studies in Le Cordon Bleu Patisserie & Baking

Start Date	Anticipated Completion Date
01/06/2014	09/25/2015
02/17/2014	11/06/2015
04/07/2014	12/18/2015
05/19/2014	02/12/2016
07/07/2014	03/25/2016
08/18/2014	05/13/2016
09/29/2014	06/24/2016
11/10/2014	08/12/2016

12 Month | 48 Week Programs

- Certificate in Le Cordon Bleu Culinary Arts
- Certificate in Le Cordon Bleu Pâtisserie and Baking

Start Date	Anticipated Completion Date
01/06/2014	12/19/2014
02/17/2014	02/13/2015
04/07/2014	03/27/2015
05/19/2014	05/15/2015
07/07/2014	06/26/2015
08/18/2014	08/14/2015
09/29/2014	09/25/2015
11/10/2014	11/06/2015

Note: All programs may not be offered on all dates listed above.

2013 Academic Calendar

Term start date	Term end date
01/06/2014	02/14/2014
02/17/2014	03/28/2014
04/07/2014	05/16/2014
05/19/2014	06/27/2014
07/07/2014	08/15/2014
08/18/2014	09/26/2014
09/29/2014	11/07/2014
11/10/2014	12/19/2014

Classes are offered on days marked with an "x":						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	X	X	X	X	x	

Observed Holidays-No Classes

Holiday	Date(s) of Break: Classes Resume:
Martin Luther King Jr. Day	Monday 01/20/2014 Classes Resume on Tuesday 01/21/2014
In-Service Day*	Friday 02/14/2014 Classes Resume on Monday 02/17/2014
In-Service Day*	Thursday 03/27/2014 to Friday 03/28/2014
Spring Break	Saturday 03/29/2014 to Sunday 04/06/2014 Classes Resume on Monday 04/07/2014
In-Service Day*	Thursday 05/15/2014 to Friday 05/16/2014 Classes Resume on Monday 05/19/2014
Memorial Day	Monday 05/26/2014 Classes Resume on Tuesday 05/27/2014
In-service Day*	Friday 06/27/2014
Summer Break	Saturday 06/28/2014 to Sunday 07/06/2014 Classes Resume on Monday 07/07/2014
In-Service Day*	Thursday 08/14/2014 to Friday 08/15/2014 Classes Resume on Monday 08/18/2014
Labor Day	Monday 09/01/2014 Classes Resume on Tuesday 09/02/2014
In-Service Day*	Friday 09/26/2014 Classes Resume on Monday 09/29/2014
In-Service Day*	Thursday 11/06/2014 to Friday 11/07/2014 Classes Resume on Monday 11/10/2014
Thanksgiving Holiday	Thursday 11/27/2014 to Friday 11/28/2014 Classes Resume on Monday 12/01/2014.
Winter Break	Saturday 12/20/2014 to Sunday 01/04/2015 Classes Resume on Monday 01/05/2015

*Students attending on-campus courses are not required to report to classes on published in-service days. Please see your course syllabi for specific class dates.

Faculty and Staff

Faculty – as of 03/31/2014

Name	Discipline	Education & Professional Licensure/Certification	Full/Part Time
Becker, Luke	Culinary	<ul style="list-style-type: none"> Associate Applied Science Degree, Culinary Arts – Boise State University 	Full time
Castaneda, Jorge	Culinary	<ul style="list-style-type: none"> Associate Applied Science Degree, Culinary Arts – Boise State University 	Full time
Costa, Ron, CC	Lead Instructor Culinary	<ul style="list-style-type: none"> Diploma, Culinary Arts –Western Culinary Institute 	Full time
Damon, Sadie	Patisserie and Baking	<ul style="list-style-type: none"> Associate of Occupational Studies, Baking & Pastry Arts – Culinary Institute of America 	Full time
Davies, June	Culinary	<ul style="list-style-type: none"> Certificate, Food Service, City & Guilds of London Institute Certificate, Wine, Spirits & Liqueurs, Wine & Spirits Education Trust Limited Certificate, French Language, Institut Catholique de Paris 	Full time
Folkestad, Paul	Culinary	<ul style="list-style-type: none"> Diploma, Culinary Arts - Western Culinary Institute Bachelor of Arts, Journalism – University of Oregon 	Full time
Gurr, Kelvin	Culinary	<ul style="list-style-type: none"> Associate of Applied Science Degree, Culinary Arts Boise State University 	Full time
Nowell, Emma	Lead Instructor Patisserie and Baking	<ul style="list-style-type: none"> Associate of Occupational Studies, Culinary Arts – New England Culinary Institute 	Full time
Stephensen, Erica	Culinary	<ul style="list-style-type: none"> Diploma, Culinary Arts – Western Culinary Institute Associate of Science in General Studies – Colorado Technical University 	Full time
Wendeborn, DJ	Culinary	<ul style="list-style-type: none"> Associate of Occupational Studies Degree, Culinary Arts – Western Culinary Institute Bachelor of Science, Business Administration – Colorado Technical University 	Full time
Wilcox, Susie	Culinary	<ul style="list-style-type: none"> Associate of Applied Science, Culinary Arts - Oakland Community College 	Full time
Wynkoop, Anjali	Culinary/ Patisserie and Baking	<ul style="list-style-type: none"> Associate of Occupational Studies Degree, Culinary Arts – Western Culinary Institute 	Full time

Staff - as of 03/31/2014

Name	Position
Brooks, Julia	President
Brooks, Julia	Title IX Coordinator
Kuerbis, Matt	Director of Education
Kuerbis, Matt	ADA/Section 504 Coordinator
Stone, Katie	Business Operations Manager
Barker, Thomas	Director of Admissions
Parmer, Marsha	Director of Career Services
Eliassen, John	Associate Registrar
Tani, Sharon	Regional Librarian

Catalog Revisions and Updates

Page#	Policy/Section	Effective Date	Description of Revision or Update
All	Throughout catalog	09/30/2013	The "Executive Chef" title is now "Director of Education"
11	Executive Officers/Board of Directors	4/15/2013	Replace Steven H. Lesnik with Scott W. Steffey as President and Chief Executive Officer Add Louis E. Caldera to the CEC Board of Directors
11	Board of Directors	5/15/2013	CEC Board of Directors is updates as follows: Members of the CEC Board of Directors are: David W. Devonshire, Chairman Louis E. Caldera Dennis H. Chookaszian Patrick W. Gross Greg L. Jackson Thomas B. Lally Ron D. McCray Scott W. Steffey Leslie T. Thornton
11	State Affiliations	7/11/2013	The following language has been added under Affiliations: for LCB Portland: The Le Cordon Bleu College of Culinary Arts in Portland is authorized by the Washington Student Achievement Council (WSAC) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes the Le Cordon Bleu College of Culinary Arts in Portland to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the intuition may contact the Council at P.O. Box 43430. Olympia, WA 98504-3430
89	Admissions Policy	2/28/2013	Revise the bullet stating "Pass the Wonderlic" to "Take the Wonderlic".
90	Application Fee Waiver Policy	9/1/2013	Replace the current policy with the following: Application fees are waived under the following circumstances: <ul style="list-style-type: none"> • For students who have previously paid an application fee at a Career Education owned school and that fee was not refunded; • For a prior graduate from any Career Education Corporation owned school; • For a prospective student who is active duty military, a veteran, a reservist or a spouse or dependent of any of the former

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			<ul style="list-style-type: none"> • For all CEC employees, spouses and dependents enrolling as a Le Cordon Bleu North America student • For a prospective student who is eligible for Native American tribal education benefits
90	Application Fee Waiver Policy	03/31/2014	<p>Application Fee Waiver Policy – Add the following:</p> <ul style="list-style-type: none"> • For prospective students qualified to receive the Corporate Alliance Grant.
90	Proof of High School Graduation	6/1/2013	<p>Le Cordon Bleu College of Culinary Arts requires each candidate to furnish proof of high school graduation, a General Educational Development Certificate (GED), or its equivalent or other acceptable proof of graduation from a valid institution providing secondary education, or equivalent of such graduation, no later than the end of the student's first term.</p> <p>Acceptable documentation of high school graduation or its equivalency may include a copy of a high school transcript or diploma, GED transcript or certificate, a conferred college degree from a nationally or regionally accredited institution, college transcript, or other official written verification that demonstrates high school graduation or equivalency. Any documents from countries outside the United States of America will be evaluated by a third-party. In these cases, the documents must be received by Le Cordon Bleu College of Culinary Arts by the end of the first term.</p> <p>Students who fail to provide a valid proof of high school graduation will be subject to cancellation.</p>
90	Proof of High School Graduation	Effective for class starts after 11/4/2013	<p>Add the new policy: -or- Replace the current policy with the following:</p> <p>Acceptable documentation of high school graduation must be received by the institution within 14 calendar days of the first day of the scheduled start. It is the student's responsibility to provide acceptable documentation of high school graduation or its equivalency. Students may be asked to provide additional documentation supporting their POG. Any student who does not provide documentation of high school equivalency will have their enrollment cancelled, resulting in the loss of any academic work submitted or grades earned. For students who are utilizing Federal Financial Aid to cover tuition and fees, no Federal Financial Aid funds will be disbursed to a student's account until a valid proof of high school graduation or its equivalent is received and validated.</p>
90	Proof of High School Graduation	2/4/2014	<p>Replace the current policy with the following:</p> <p>Acceptable documentation of high school graduation (known as Proof of Graduation) must be received by the institution within 14 calendar days of his or her first day of scheduled class(es). It is the student's responsibility to provide valid documentation of high school graduation or its equivalency, such as by providing a high school transcript, a college transcript (for students who have already completed an</p>

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			<p>associate degree) or military documents that specify the student's high school name, location and data of graduation. Students who do not possess valid evidence of high school graduation, or its equivalence, may complete a High School Transcript Request form, which can be obtained from the Admissions Department and must be returned to the Admissions Department. Students may be asked to provide additional documentation to validate their Proof of Graduation. Any student who does not provide valid documentation of high school graduation, or its equivalent, will have his or her enrollment cancelled. Once a student's enrollment is cancelled, he or she will not receive credit for any academic work submitted or grades earned prior to the cancellation. No Federal Financial Aid funds will be disbursed to a student's account until a valid proof of high school graduation or its equivalent is received, reviewed and confirmed.</p>
90	Wonderlic Exam	2/28/2013	<p><i>Remove the following:</i></p> <p>In addition, in order to be eligible for acceptance, applicants must achieve the following minimum scores on the SLE or receive a passing score on the SLE – Q prior to starting a program: Le Cordon Bleu Certificate Programs: 12 Le Cordon Bleu Associate of Science/ Occupational Studies Programs: 14</p> <p>Applicants are to take the SLE or SLE-Q following the completion of their enrollment. Applicants have the opportunity to retake the exam an additional three times if necessary. A second attempt can be made a minimum of thirty (30) minutes after the first attempt. A third attempt can be made a minimum of thirty (30) days after the first attempt. A fourth and final attempt can be made a minimum of one (1) calendar year after the first attempt.</p>
90 & 106	21 Day Student Readiness Opportunity	2/28/2013	<p>Effective 2/28/13, the policy on page 90 (Admissions section) and page 106 (Financial Aid Information section) of the catalog has been implemented.</p>
90 & 106	21 Day Student Readiness Opportunity	2/20/2014	<p>This policy is no longer effective.</p>
95	Bleu Grant	8/1/2013	<p>Current language is replaced with the following: Le Cordon Bleu Colleges of Culinary Arts offer institutional grants to students who have financial need, as determined by the federally-calculated Expected Family Contribution (EFC), and are enrolled in one the following programs: Certificate/ Diploma in Le Cordon Bleu Culinary Arts, Certificate/ Diploma in Le Cordon Bleu Pâtisserie and Baking, Associate in Le Cordon Bleu Culinary Arts, Associate in Le Cordon Bleu Pâtisserie and Baking.</p>

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			<p>Grants range from \$50 to \$7,618 per student per year and are renewable for students who continue to demonstrate need in subsequent academic years. Students will be considered for the grant upon completion of the admissions application process and the financial aid application process, including the completion of the Free Application for Federal Student Aid (FAFSA).</p> <p>The BLEU Grant does not supplant the student's eligibility for a Federal Pell Grant and cannot be combined with any other Le Cordon Bleu grant or scholarship. If a student receives supplemental funding after the BLEU Grant has been awarded, the BLEU grant may be reduced based off of need calculations. BLEU Grant recipients must maintain Satisfactory Academic Progress as outlined in the campus catalog to remain eligible for the grant.</p> <p>The College makes available a limited amount of money each year for such grants. Once it is determined that available funding is exhausted, grants will not be available to otherwise eligible students. For 2013, \$10,033,547 has been budgeted for the BLEU Grant.</p>
95	Financial Aid Information	03/31/2014	<p><i>Add the following:</i></p> <p>LE CORDON BLEU CORPORATE EDUCATIONAL ALLIANCE GRANT</p> <p>LCB has established a grant* in the name of its Corporate Educational Alliances in order to assist eligible students and their immediate family members** with the opportunity to attend a certificate, diploma or degree program of study at LCB. To be eligible for the Corporate Educational Alliances Grant, a candidate must be accepted for admission to the College, complete the Corporate Educational Alliances Attestation form and must also allow for verification of eligibility. Verification of eligibility may require the student to submit documentation of proof of employment with the corporation.</p> <p>The conditions are as follows:</p> <ul style="list-style-type: none"> • The Corporate Educational Alliances Grant is used exclusively towards tuition. • The grant is awarded proportionately over each applicable academic year and the grant percentage will be applied to the academic year tuition costs. • Qualifying students must be an employee of the corporate educational alliance member or an employee's immediate family member**. • Candidates must apply and be accepted for admission to the College to be eligible to receive the grant. • All grants are applied as a credit to the student's account and no cash payments will be awarded to the student.

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			<ul style="list-style-type: none"> Students selected for employment verification must provide documentation before the grant is applied. Documentation must show the effective date of employment, and be submitted prior to the first day of class. All of the conditions must be fulfilled before the grant can be disbursed. <p>The grant is non-transferable and non-substitutable and this grant, if awarded in combination with other LCB Institutional Grants or Scholarships, may not exceed the direct costs of attendance and cannot be received as cash.</p> <p>*Please note that grant percentages may vary (ranging anywhere from 5% - 20% of the tuition costs) by Corporate Educational Alliance. Please contact the Financial Aid Office to determine the exact grant percentage for which you may qualify.</p> <p>** Immediate family members: Spouse (life partner) or dependent children only. Siblings, cousins, etc. are not considered an immediate family member.</p> <p>Note: <i>The Corporate Educational Alliances Grant funding is limited. For 2014, \$172,500 has been budgeted for the Corporate Educational Alliances Grant. If funding for the Educational Alliances Grant is exhausted, otherwise eligible students may not be awarded the grant.</i></p>
96	Bleu Grant	8/1/2013	Replace Portland Grant budget with \$138,060.00
97	Veteran's Educational Benefits	4/15/2013	<p>Add the following language: Any veteran receiving GI Bill benefits while attending Le Cordon Bleu College of Culinary Arts is required to obtain transcripts from all previously attended schools and submit them to the College for review of prior credit.</p> <p>Select programs of study at Le Cordon Bleu College of Culinary Arts are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10. USC.</p>
98	Financial Information / Le Cordon Bleu Scholarships	1/31/2014	<p>The following replaces existing Le Cordon Bleu Scholarships language:</p> <p>Alumni Referral Scholarship</p> <p>Le Cordon Bleu offers the Alumni Referral Scholarships to students who submit a letter of recommendation from an alumnus of Le Cordon Bleu. Each eligible applicant will be eligible for the scholarship up to \$1,000. Students will be considered for the Le Cordon Bleu Alumni Referral Scholarship once they have completed the admissions application process and have submitted both the Le Cordon Bleu Alumni Referral</p>

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		<p>Scholarship application and their recommendation letter.</p> <p>Criteria are as follows:</p> <ul style="list-style-type: none"> • Applications are due by the end of the add/drop period for the student's enrolled start date • The scholarship will be awarded over the length of the program • Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship • This scholarship, if awarded in combination with other LCB Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash. <p>Le Cordon Bleu makes available a limited amount of money each year for the Alumni Referral Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$150,000 has been budgeted for the Alumni Referral Scholarship.</p> <p>Best of the Best Scholarship – all schools</p> <p>Le Cordon Bleu offers the Best of the Best Scholarships to students who graduate high school or college with a GPA of 3.5 or higher. Each eligible applicant will be eligible for the scholarship up to \$1,500. Students will be considered for the Best of the Best Scholarship once they have completed the admissions application process and have submitted the Best of the Best Scholarship application and their high school/college transcript.</p> <p>Criteria are as follows:</p> <ul style="list-style-type: none"> • Applications are due by the end of the add/drop period for the student's enrolled start date • The scholarship will be awarded over the length of the program • Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship • This scholarship, if awarded in combination with other LCB Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash. <p>Le Cordon Bleu makes available a limited amount of money each year for the Best of the Best Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$150,000 has been budgeted for the Best of the Best Scholarship.</p> <p>Life Long Learning Scholarship – all schools</p>
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			<p>Le Cordon Bleu offers the Lifelong Learning Scholarship to Le Cordon Bleu graduates pursuing continued education at Le Cordon Bleu. The scholarship will be applied against future tuition charge at Le Cordon Bleu.</p> <p>Certificate/Diploma Graduates</p> <ul style="list-style-type: none"> • Pursing additional certificate/diploma – eligible for \$500 • Pursing associates degree – eligible for \$1000 <p>Associate Graduates</p> <ul style="list-style-type: none"> • Pursing additional certificate/diploma – eligible for \$500 • Pursing additional associates or LCB Online Bachelors degree – eligible for \$1000 <p>Criteria are as follows:</p> <ul style="list-style-type: none"> • Student must successfully complete and earn 18 credits in their additional program prior to disbursement of the scholarship. The scholarship will be awarded and disbursed in full at that time. • Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship • This scholarship, if awarded in combination with other LCB Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash. <p>Le Cordon Bleu makes available a limited amount of money each year for the Life Long Learning Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$300,000 has been budgeted for the Life Long Learning Scholarship.</p> <p>Le Cordon Bleu Tuition Reimbursement/Employer Match Scholarship – all schools</p> <p>Le Cordon Bleu offers a matching scholarship to students whose employers participate in a tuition reimbursement program. We are committed to our employers who see the value of an education for their employees. This scholarship is available to students who enroll at Le Cordon Bleu and are receiving tuition assistance from their employer. The scholarship will match the employer assistance, not to exceed \$2,500 for the program. Eligible students must present formal documentation from their employer and signed attestation paperwork confirming their employment and receipt of tuition assistance.</p> <p>Conditions of the Tuition Reimbursement/Employer Match Scholarship are as follows:</p>
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			<ul style="list-style-type: none"> • Applications and supporting documentation are due by add/drop period of the start date • Recipients must complete the standard application process and enroll in an associates or Bachelors level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements • Student must confirm employment and written confirmation from their employer that they are approved to receive tuition reimbursement funds for their program of enrollment. Employer must provide program information including the timing of disbursements in order for matching funds to be scheduled. Matching funds will be prorated over the length of the program only after employer funds are received. • Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship • Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program • This scholarship, if awarded in combination with other LCB Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash. <ul style="list-style-type: none"> ▪ The College makes available a limited amount of money each year for the Tuition Reimbursement/Employer Match Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$50,000 has been budgeted for the Tuition Reimbursement/Employer Match Scholarship. <p>The Le Cordon Bleu Future Chef of America Competition Scholarship – all schools</p> <p>Le Cordon Bleu offers The Future Chef of America Competition Scholarship. High school seniors may become eligible for the scholarship as outlined in the program rules and requirements.</p> <p>Scholarship Awards</p> <p>Local/Regional Competitions High School Seniors may submit an essay on “Why they want to pursue their education and a career in the culinary profession” and must complete all application requirements prior to the established due dates. Please review the complete rules for the scholarship and competitions as outlined in the application and eligibility materials.</p> <p>1st Place – \$5,000 2nd Place – \$2,000 3rd Place – \$1,000</p>
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		<p>All other local/regional completion participants not placing 1st, 2nd, or 3rd, will receive a \$500 Scholarship to be applied toward tuition at any Le Cordon Bleu campus within the United States.</p> <p>National Competition The 1st place recipient at each local/regional competition will be invited to participate in a final national competition at a Le Cordon Bleu campus in the United States. Please review the complete rules for the scholarship and competitions as outlined in the application and eligibility materials. Travel expenses will not be covered by Le Cordon Bleu.</p> <p>1st Place – Up to tuition equivalent of an Online Bachelor Degree* 2nd Place – Up to tuition equivalent of Associate degree 3rd Place – Up to tuition equivalent of Certificate/Diploma</p> <p>* Up to tuition equivalent of Associate degree for Arkansas and Minnesota residents.</p> <p>Criteria are as follows:</p> <ul style="list-style-type: none"> • Student must enroll and begin the program of study at the Le Cordon Bleu campus of their choice in the United States within one calendar year from the date of the award. Failure to do so will void the scholarship • Recipients must complete the standard application process and enroll in an associates or Bachelors level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements • Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship • The scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program • If the recipient of a local/regional competition level scholarship competes and places in the national competition, any scholarship amount received at the local/regional competitions will be void. <p>Le Cordon Bleu Military Grant Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*</p> <p>Le Cordon Bleu has established a Military Grant** for our Active Duty, Drilling National Guard and Drilling Reservist Service Members of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of \$2,000 to be applied toward tuition costs. To be eligible for the grant, a candidate must be accepted for admission, allow for the</p>
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		<p>verification of their military status via a current Leave and Earnings Statement, or comparable government document. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:</p> <p>Qualifying candidates are Active Duty, Drilling National Guard and Drilling Reservist Service Members of the U.S. Military.</p> <ul style="list-style-type: none"> • Candidates must apply and be accepted for admission to be eligible to receive the grant. • The grant is used exclusively towards current program charges. • The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs. • All grants are applied as a credit to the candidate's account, and no cash payments will be awarded. All of the conditions must be fulfilled before the grant can be disbursed. • The grant is non-transferable and cannot be used in conjunction with any other LCB grants or scholarships. • Applications are due no later than December 31st or when funds are exhausted for the year. <p>*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits still qualify for a waiver of their application fee.</p> <p>**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of \$200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.</p> <p>Le Cordon Bleu Veteran Grant Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*</p> <p>Le Cordon Bleu has established a Veterans' Grant** for our Veterans of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of \$2,000 to be applied toward tuition costs. To be eligible for the grant, a candidate must be accepted for admission, allow for the verification of their veteran status via a DD-214 Member-4, or comparable government document. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:</p> <ul style="list-style-type: none"> • Qualifying candidates are Veterans of the U.S. Military who have a discharge status other than dishonorable. • Candidates must apply and be accepted for admission to be eligible to receive the grant. • The Le Cordon Bleu Veteran Grant is used exclusively towards current program charges. • The grant is awarded proportionately over each payment period in the program and the grant will be applied to each
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		<p>academic year's tuition costs.</p> <ul style="list-style-type: none"> • All grants are applied as a credit to the candidate's account, and no cash payments will be awarded. • The grant is non-transferable and cannot be used in conjunction with any other LCB grants or scholarships. • Applications are due no later than December 31st or when funds are exhausted for the year. <p>*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits may still qualify for a waiver of their application fee.</p> <p>**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of \$200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.</p> <p>LE CORDON BLEU VETERAN SPOUSES GRANT Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*</p> <p>Le Cordon Bleu has established a Veteran Spouses Grant** for spouses of our Veterans of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of \$2,000 to be applied toward tuition costs. To be eligible for the Le Cordon Bleu Veteran Spouses Grant, a candidate must be accepted for admission, allow for the verification of their spouse's veteran status via a DD-214 Member-4, or comparable government document. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:</p> <ul style="list-style-type: none"> • Qualifying candidates are spouses of Veterans of the U.S. military. • Candidates must apply and be accepted for admission to be eligible to receive the grant. • Candidates selected for membership verification must provide documentation before the grant is applied. Those that are not able to provide documentation will also be required to pay the application fee. • The Le Cordon Bleu Veteran Spouse's Grant is used exclusively towards current program charges. • The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs. • All grants are applied as a credit to the candidate's account, and no cash payments will be awarded. • All of the conditions must be fulfilled before the grant can be disbursed. • The grant is non-transferable and cannot be used in conjunction with any other LCB grants or scholarships. • Applications are due no later than December 31st or when funds are exhausted for the year.
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		<p>*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits may still qualify for a waiver of their application fee. **Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of \$200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.</p> <p>Careers through Culinary Arts Programs (C-CAP)</p> <p>Le Cordon bleu offers Scholarships to students associated with the National C-CAP organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States. Scholarship will be applied to the students account while enrolled in a Certificate/Diploma or Associates program offering at the Le Cordon Bleu school of enrollment.</p> <p>Competition Scholarships Le Cordon Bleu offers the C-CAP Competition Scholarship to the designated winning students of the eight regional C-CAP competitions.</p> <p>4 Full Tuition Scholarships for Certificate/Diploma program valued at \$19,500 each. 4 Full Tuition Scholarships for Associates program valued at \$37,000 each.</p> <p>Student Member Essay Contest \$2,000 Scholarship - Application, essay and proof of membership in the national student organization are required.</p> <p>Criteria are as follows:</p> <ul style="list-style-type: none"> • Applications and supporting documentation are due by add/drop period of the start date • Competition Scholarship recipients must enroll and begin the program of study within one calendar year of the C-Cap award Ceremony. Failure to do so will void the scholarship • Recipients must complete the standard application process and enroll in an certificate/diploma or associates level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements • Student must maintain 3.0 GPA and have less than 100 hours of absences during the course of the program to maintain eligibility • Scholarship will be applied towards include tuition, books, and supplies and will be awarded over the length of the program • This grant, if awarded in combination with other LCB
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		<p>Institutional Grants or Scholarships, may not exceed the direct cost of attendance.</p> <ul style="list-style-type: none"> • Student member essay contest scholarships may not be combined with competition scholarships. • Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$50,000 has been budgeted for the C-CAP Student Member Essay Contest. <p>National Restaurant Association Educational Foundation – ProStart™</p> <p>ProStart@ High school Completion Scholarship</p> <p>Le Cordon Bleu offers a ProStart™ Completion Scholarship to high school graduates who have successfully completed Level 1 and Level 2 of the ProStart™ high school curriculum. In addition Le Cordon Bleu offers a ProStart™ Collegiate Passport Scholarship to high school graduates who have successfully completed Level 1, Level 2 and 400 externship hours approved by ProStart™ which will entitle them to the ProStart™ National Certificate of Achievement (COA). The COA must be presented at the time of application for the Le Cordon Bleu ProStart™ Collegiate Passport Scholarship.</p> <p>ProStart™ Level 1 & 2 Completion Scholarship - \$1,500 ProStart™ Collegiate Passport Scholarship - \$2,000</p> <p>ProStart™ State and National Competition Scholarship</p> <p>These scholarships are awarded by Le Cordon Bleu at state and national competitions. Student(s) who earn the scholarship may attend the Le Cordon Bleu United States campus of their choice. Scholarship recipients must apply and begin their program of study within one year of receiving the award. ProStart students typically compete in teams of five. All five team members are awarded a scholarship in a predetermined amount.</p> <p>State level competitions, the scholarship awarded is: First Place: \$5,000 Scholarship Second Place: \$2,500 Scholarship Third Place: \$1,000 Scholarship</p> <p>National competition, the scholarship award is: First Place: Full Tuition Scholarship, up to the tuition charge for an associate's degree program or equal to tuition of certificate/diploma program Second Place: \$10,000 Scholarship Third Place: \$7,500 Scholarship</p> <p>Conditions of the ProStart™ Scholarships are as follows:</p>
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			<ul style="list-style-type: none"> • Applications and supporting documentation are due by add/drop period of the start date • Competition Scholarship recipients must enroll and begin the program of study within one calendar year of the competition. Failure to do so will void the scholarship • Recipients of the competition scholarships must complete the standard application process and meet all admissions and eligibility requirements • Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship • Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program <ul style="list-style-type: none"> ▪ This scholarship, if awarded in combination with other LCB Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash. ▪ The College makes available a limited amount of money each year for the ProStart™ Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$100,000 has been budgeted for the ProStart™ High School Completion and Collegiate Passport Scholarships. <p>Family, Career and Community Leaders of America (FCCLA)</p> <p>Le Cordon Bleu offers Scholarships to students associated with the National FCCLA organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States Scholarship will be applied to the students account while enrolled in an Associates program offering at the school of enrollment.</p> <p>National competition: First Place: Full Tuition Scholarship for Associates program valued at \$36,200</p> <p>Student Member Essay Contest \$2,000 Scholarship - Application, essay and proof of membership in the national student organization are required.</p> <p>Conditions of the FCCLA Scholarships are as follows:</p> <ul style="list-style-type: none"> • Applications and supporting documentation are due by add/drop period of the start date • Competition Scholarship recipients must enroll and begin the program of study within one calendar year from the date of the competition. Failure to do so will void the scholarship • Recipients must complete the standard application
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		<p>process and enroll in an associates level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements</p> <ul style="list-style-type: none"> • Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship • Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program • This Scholarship, if awarded in combination with other LCB Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash. • Student member essay contest scholarships may not be combined with competition scholarships. • The College makes available a limited amount of money each year for the FCCLA Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$50,000 has been budgeted for the FCCLA Student Member Essay Competition. <p>Skills USA</p> <p>Le Cordon Bleu offers Scholarships to students associated with the National Skills USA organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States Scholarship will be applied to the students account while enrolled in an Associates or a bachelors program offering at the school of enrollment.</p> <p>Student Member Essay Contest \$2,000 Scholarship - Application, essay and proof of membership in the national student organization are required.</p> <p>Conditions of the Skills USA Scholarships are as follows:</p> <ul style="list-style-type: none"> • Applications and supporting documentation are due by add/drop period of the start date • Recipients must complete the standard application process and enroll in an associates or Bachelors level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements • Student must maintain 3.0 GPA and have less than 100 hours of absences during the course of the program to maintain eligibility • Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program • This grant, if awarded in combination with other LCB Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash. • The College makes available a limited amount of
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		<p>money each year for the Skills USA Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$50,000 has been budgeted for the Skills USA Student Member Essay Competition.</p> <p>General High School Scholarship (ASSET Testing) - LCB Atlanta Only</p> <p>To be eligible, students must have a minimum 2.0 GPA, submit a recommendation from one teacher and be a high school senior in the Atlanta metropolitan area. Test Dates: Monthly from October through May. Call campus for details: (770) 938-4711. If students are not able to attend one of the Scholarship Day events, they can arrange to take the scholarship exam individually with the Enrollment Management Office. Testing must be completed prior to June 1st. The top scoring students from the Scholarship Tests (ASSET) will each receive a tuition scholarship valued at \$1,500 for enrollment at Le Cordon Bleu College of Culinary Arts. In the event of a tie, the Le Cordon Bleu College of Culinary Arts Academic Management Team will interview the top scoring students to determine a winner. For 2014, \$15,000 was budgeted for High School Scholarships (ASSET).</p> <p>Criteria are as follows:</p> <ol style="list-style-type: none"> 1. All scholarships are pro-rated equally over the length of the program and cannot be transferred to another individual or school or be received in cash. 2. The scholarship award must be activated by starting school at Le Cordon Bleu College of Culinary Arts within a period of three months following the announcement of scholarship recipients. 3. The names of scholarship recipients may be publicized and used in Le Cordon Bleu College of Culinary Arts informational publications. 4. All employees and immediate family members of Le Cordon Bleu College of Culinary Arts are not eligible to apply. 5. Prospective students of both programs at Le Cordon Bleu College of Culinary Arts in Atlanta are eligible to participate. 6. In order to maintain eligibility the student must: <ol style="list-style-type: none"> a. Maintain full-time student status. b. Maintain satisfactory standards of academic progress throughout the program. c. Maintain attendance in good standing throughout the program. 7. In the event that the student withdraws from the program, the college refund policy will not apply to the scholarship, in that the student will not receive a refund if the credit balance is due to the scholarship award
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103	Refund Schedule	2/28/2013	<p>The language below is added to the Portland "Refund Schedule" on page 103:</p> <p><u>First Time Undergraduate Student - 21 Day Student Readiness Opportunity</u></p> <ul style="list-style-type: none"> • Calendar day 1 to 21: 100% refund. The student will be responsible for all applicable admissions and registration fees, any charges for supplies or uniforms issued to the student, as well as any fines associated with outstanding library obligations or equipment breakage or damage. • Calendar day 22 and beyond: Refund calculated based on total days attended in the term divided by total days in the term multiplied by tuition for the term. If the student has completed more than 60% of the total days in the term, no refund is due. <p>Continuing or Returning Students use the schedule on page 103.</p>
103	Refund Schedule	2/20/2014	<p>The policy implemented 2/28/2013 is no longer in effect as of 2/20/2014. The original policy in the catalog is now in use again.</p>
109	Transfer of Credit to Le Cordon Bleu	07/18/2013	<p>The following language has been added for LCB Portland only:</p> <p>Transfer credit integral to the school's approved degree curriculum may be awarded at the corresponding degree level for academic work documented by other schools that are regionally accredited, authorized to confer degrees in or from Oregon, or otherwise individually or categorically approved by the Office of Degree Authorization. Such credit must be converted as needed from semester, quarter or nontraditional calendar systems.</p> <p>Transfer of credit is always at the discretion of the receiving school, generally depends on comparability of curricula, and may depend on comparability of accreditation.</p>
111	Application of grades and credits	Effective for class starts on and after 2/3/2014	<p>Replace:</p> <p>A 'W' will be awarded to a student that officially drops or is administratively dropped before the course ends.</p> <p>With:</p> <p>A "W" Grade indicates that a student has been withdrawn from a course. Students who withdraw from a course during the add/drop period will be unregistered from the course. Students who withdraw from a course after the add/drop period but before the last calendar week of the scheduled course will receive a grade of "W". Students who withdraw during the last scheduled calendar week of the class, and have a date of attendance (LDA) for the class during the last calendar week of the scheduled course, will receive the grade earned calculated as a final grade. A Course Withdrawal Form or Withdrawal Routing Spreadsheet is completed by campus officials when awarding "W" Grades.</p>

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			<p>“W” Grades are also awarded when students do not complete externship courses within a school’s designated grading period; when students do not successfully meet course attendance requirements; and when students do not return to school from a leave of absence. Please refer to the individual Externship Management, Attendance, and Leave Of Absence policies for details.</p>
111	Application of grades and credits	2/3/2014	<p>Replace: To receive an Incomplete (“I”) grade, the student must petition the instructor to receive an extension to complete the required course work. This request must be approved by the end of the last day of class. The student must be passing a course in order to be eligible for an incomplete grade. Should a student fail to complete the unfulfilled coursework requirements within 14 calendar days from the end of the course, the Incomplete grade will be converted to the grade the student earned in the class, inclusive of “0” points for the incomplete work.</p> <p>With: To receive an Incomplete (I) grade, the student must petition the course Instructor to receive an extension to complete the required coursework. The Instructor must approve the request within three business days of the student’s written request, but no later than the last day of class. The student must be satisfactorily passing the course at the time of petition. Should a student fail to complete the unfulfilled coursework requirements within 14 calendar days from the start of the subsequent grading period, the Incomplete grade will be converted to the grade the student earned in the class, inclusive of “0” points for the incomplete work.</p>
111	Application of grades and credits	Effective for class starts on and after 2/3/2014	<p>Replace: Students who disagree with a grade they have received should contact the instructor to discuss their concern within 14 calendar days from the end of the course. If the student is unable to resolve the dispute with the instructor, he or she should write a letter of appeal no later than 21 calendar days from the end of the course explaining the reasons for the dispute and recommending a decision. The Department Chair/Executive Chef will issue a final decision to the student within (5) business days.</p> <p>With: A student who disagrees with a grade he or she has received should contact the course Instructor immediately to discuss the concern. If the dispute is unresolved, the student must submit a written appeal within 14 calendar days from the end of the grading period to the campus Director of Education. The student’s appeal must include the reason he or she is appealing the grade and must be signed and dated. The student must also provide documentation supporting the appeal (if applicable) with the written request. A decision regarding the appeal will be made within five business days of</p>

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			receipt. Students will be notified in writing of the decision.
112	Add/Drop Period	09/30/2013	Within the add/drop period students are allowed to make modifications to their schedules without incurring any academic or financial penalty. The add/drop period of each module is five (5) business days.
112	Standards of Satisfactory Academic Progress (SAP)	2/3/2014	Replace the current policy with the following: All students must maintain satisfactory academic progress in order to remain enrolled at the school. Additionally, satisfactory academic progress must be maintained in order to maintain eligibility to receive financial assistance (e.g., federal and state aid). Satisfactory academic progress is determined by measuring the student's cumulative grade point average (CGPA) and the student's rate of progress toward completion of the academic program at the end of each grading period. A grading period is defined as 2-six week modules. These are outlined below.
112	Cumulative Grade Point Average (CGPA) Requirements	2/3/2014	Replace the current policy with the following: Students must meet minimum CGPA requirements at specific points throughout the program in order to be considered making satisfactory academic progress. These requirements are noted in the tables below. These will be reviewed at the end of each grading period after grades have been posted to determine if the student's CGPA is in compliance. Once the student reaches a review point, the minimum CGPA for that level must be maintained until the next level of review.
112	Rate of Progress (ROP) Toward Completion Requirements	2/3/2014	Replace the current policy with the following: In addition to the CGPA requirements, a student must maintain the minimum rate of progress percentage requirement in order to be considered to be making satisfactory academic progress. Credits attempted are defined as those credits required in the students program of study including credits that were transferred from other approved institutions and proficiency credits earned. As with the determination of CGPA, the completion requirements will be reviewed at the end of each grading period after grades have been posted to determine if the student is progressing satisfactorily.
113	Maximum Time in Which to Complete	2/3/2014	Replace the current policy with the following: A student is not allowed to attempt more than 1.5 times, or 150%, of the number of credits in their program of study. The requirements for rate of progress are to assure that students are progressing at a rate at which they will complete their programs within the maximum timeframe.
113	How Transfer Credits and Change of Program Affect SAP	2/3/2014	Replace the current policy with the following: Credit that has been transferred into the institution by the student is included in the Rate of Progress calculation; however has no effect on the grade point average requirement for SAP. Transfer credit is also considered when computing the maximum timeframe allowed for a program of study. For example, a student transfers from institution A to institution B. The student is able to transfer 30 credits earned at institution A into a program at institution B. The program

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			<p>requires 180 credits to graduate. Thus, the maximum timeframe for this student's new program at institution B will be one-and-a-half times $(150\%) \times 180 = 270$ credits. The 30 transfer hours will be added to the attempted and earned hours when the maximum timeframe and rate of progress is being calculated.</p> <p>When a student elects to change a program at LCB Portland the student's earned credits and grades will be transferred into the new program as applicable, including transfer credit. Credits earned at the school in the original program of study that apply to the new program of study will be used when computing grade point average, rate of progress and maximum timeframe. Transfer credits from another institution that are applicable to the new program of study will not be calculated in the grade point average but will be considered as credits attempted and earned in the maximum timeframe and rate of progress calculations. For example, a student transfers from program A to program B. The student is able to transfer 30 external credits and 10 credits earned in program A into program B. Program B requires 180 credits to graduate. Thus, the maximum time frame for this student's new program will be one and half times $(150\%) \times 180 = 270$ credits. The 30 external transfer hours will be added to the attempted and earned hours when the maximum timeframe and rate of progress are being calculated. The 10 credits earned in program A will be included in the grade point average calculation as well as the maximum timeframe and rate of progress calculation.</p>
113	How Transfer Credit and Change of Program Affect SAP	3/17/2014	<p>The first sentence in the second paragraph of the policy is revised as follows (the remainder of the policy remains the same):</p> <p>"When a student elects to change a program <u>or enroll in a higher credential</u> at..."</p>
113	Warning and Probationary Periods		<p>Replace the current policies for both students receiving and not receiving financial aid with the following:</p> <p>At the end of each grading period consisting of 2-six week modules, after grades have been posted, each student's CGPA and rate of progress is reviewed to determine whether the student is meeting the above requirements.</p> <ul style="list-style-type: none"> • A student will be placed on FA Warning immediately after the first term in which the CGPA or the rate of progress falls below the values specified in the tables above. At the end of the next term, the student will be removed from FA Warning and returned to SAP Met Status if the minimum standards are met or exceeded. • A student who continues to fall below the specified values will be required to successfully appeal in order to maintain eligibility for financial assistance under a FA Probation status.

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			<ul style="list-style-type: none"> A student who successfully appeals and is on FA Probation will be evaluated at the end of the second term of monitoring. A student who meets or exceeds the minimum standards will be removed from FA Probation and returned to a SAP Met status. The minimum CGPA and rate of progress requirements are not met at the time of evaluation; the student will be placed of FA Dismissal Status and will be dismissed from school. <p>If at any point it can be determined that it is mathematically impossible for a student to meet the minimum requirements, the student will be dismissed from the school.</p> <p>Notification of academic dismissal will be in writing. The Code of Conduct Policy section of this catalog describes other circumstances that could lead to student dismissal for non-academic reasons. A tuition refund may be due in accordance with the institution's stated refund policy.</p> <p>During the period of FA Warning, which lasts for one payment period only, the student may continue to receive financial aid. During a period of FA Probation, if an appeal is accepted by the institution, the student may also continue to receive financial aid.</p> <p>A student on FA Warning and FA Probation must participate in academic advising as deemed necessary by the institution as a condition of academic monitoring. A student who fails to comply with these requirements may be subject to dismissal even though their CGPA or rate of progress may be above the dismissal levels.</p>
114	Appeal	2/3/2014	<p>Replace the current policy with the following: A student who has been placed on FA Probation may appeal the determination if special or mitigating circumstances exist. Any appeal must be in writing and must be submitted to the Academic Review Committee within 5 days of receiving notification of his/her dismissal. The student must explain what type of circumstances contributed to the academic problem and what action is being implemented to overcome the mitigating circumstance in the future. The decision of Appeals Committee is final and may not be further appealed.</p> <p>For the appeal of non-academic dismissals, please refer to the grievance policy within this catalog.</p>
114	Reinstatement	2/3/2014	<p>Replace the current policy with the following: A student who was previously academically dismissed may apply for reinstatement to the institution by submitting a written appeal to the Appeals Committee. The appeal should be in the form of a letter explaining the reasons why the student should be readmitted. The decision regarding readmission will be based upon factors such as grades,</p>

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			attendance, student account balance, conduct, and the student's commitment to complete the program. Dismissed students who are readmitted will sign a new Enrollment Agreement, will be charged tuition consistent with the existing published rate, and financial aid may be available to those who qualify
118	Transcript Process and Fees	2/3/2014	Replace <i>Docufide</i> with <i>Parchment Exchange</i>
120	Conduct Policy	07/18/2013	<p>The following language has been added for LCB Portland only:</p> <p>A student who was previously dismissed for violations of the conduct policy may apply for reinstatement to the institution by submitting a written appeal to the Appeals Committee. The appeal should be in the form of a letter explaining the reasons why the student should be readmitted. The appeal must be submitted within 10 business days of receiving notification of his/her dismissal. Dismissed students who are readmitted will sign a new Enrollment Agreement; will be charged tuition consistent with the existing published rate. Students who are interested in applying for federal financial aid may do so at this time.</p>
126	Le Cordon Bleu College of Culinary Arts Family Educational Rights and Privacy Act notice	12/12/2013	Add student IDs to the list of items that are defined as "directory information"

Program and Course Description Changes

Page #	Policy/Section	Effective Date	Description of Revision or Update
70	Course Descriptions	Listed for each course	New and revised course descriptions

LCBC240 -1/31/2014

Restaurant Rotation

8 Credits

Prerequisites: LCBC152, LCBC212 and LCBC222 or Executive Chef consent

In this final on-campus course, students apply specific skills taught throughout the curriculum in a series of modern food service applications and competency based assessments. Student groups will design a food service operation and formally present a business plan that includes concept, layout, design, menu including cost breakdown, and a marketing plan. Individually, students will perform restaurant firing exercises in both kitchen and dining room tableside environments with an emphasis on satisfactorily demonstrating learned competencies with a sense of urgency. Students will also practice an American Culinary Federation practical cooking exam that is highly respected in the foodservice industry for professional certification.



MOCK VISIT FACULTY and ADMINISTRATIVE STAFF SUMM

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 ID 00038375

Duties
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RA = Recruitment / Admissions
FA = Financial Aid
SS = Student Services
OT = Other

Credential Level
C = Certificate
D = Diploma
OA = Occupational Associate
AA = Academic Associate
B = Bachelor
M = Master

Select One

Select One

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							A	M	E	
SAMPLE, Sally Mae	F	02-01-1996	PT	MBA - Washington University, MO - Business	Intro to Business	B	2	0	2	AD
Baisch, Sara	AD	06-28-2004	FT	BA - Western Washington University	Admissions Service Coordinator					AD
Becker, Luke	F	04-01-2006	FT	AAS-Boise St. University	Foundations III/Catering and Buffet	AA, C	4	4		
Blair, Thomas	AD	10-15-2013	FT	M - Trinity International University	Admissions Representative					RA
Brinkerhoff, Barbara	AD	12-29-2005	FT	BA - Marylhurst University	Lead Admissions Representative					RA
Brooks, Julia	AD	05-30-2000	FT	BS - California State University, Northridge	President					RA
Cameron, Steven	F	07-08-2013	PT	AAS- Johnson County Community College	Restaurant Rotation	AA, C	5			
Castaneda, Jorge	F	03-01-2011	FT	AOS- Johnson and Wales University	Cuisines Across Cultures	AA, C	4	4		
Costa, Ron	F	09-25-2996	FT	D-Western Culinary Institute	Foundations I/Sanitation	AA, C	4			AD
Damon, Sadie	F	10-04-2004	FT	AOS-Culinary Institute of America	Centerpiece and Cake Dec./Advanced Patisserie and Chocolate techniques	AA, C		4	4	



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							A	M	E	
Davies, June	F	02-13-2011	FT	D-City Guild of London	Catering and Buffet/Foundations II	AA, C	4	4		
Druliner, Brian	AD	05-14-2012	FT	BS - Portland State University	Senior Admissions Representative					RA
Eliassen, John	AD	04-01-2001	FT	BA- University of Oregon	Registrar		4	4		AD
Folkestad, Paul	F	12-01-2003	FT	BA- University of Oregon	Foundations II/Foundations I/Sanitation	AA, C	4	4		
Gurr, Kelvin	F	06-15-2004	FT	AAS-Bosie St. University	Foundations III/Restaurant/Catering and Buffet	AA, C	4	4		
Harris, Allison	F	05-20-2013	PT	M-University of Iowa	English 121/221	AA	5			
Hatch, David	F	04-08-2013	PT	PhD- Oregon State University	Psychology/College Success	AA	5			
Huelsman, Charles	F	09-30-2013	PT	MA- Ohio State University	Math	AA	5			
Hyndman, Vicki	AD	01-08-1990	FT	Certificate - Western Culinary Institute	Manager of Purchasing & Facilities					AD
Kleinheinz, Meghan	AD	05-22-2007	FT	BS - Portland State University	Executive Admissions Representative					RA
Kuerbis, Charles	AD	06-01-2004	FT	M.Ed.- Portland State University	Director of Education		4	4		AD
Kusy-Eliassen, Kay	F	06-01-2011	PT	BA- University of Oregon	Wine and Beverage	AA	5			



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							A	M	E	
Laks, Jana	AD	09-17-2012	FT	D - Lane Community College	Admissions Representative					RA
Lee, Megan	F	02-17-2014	PT	MS- Northeastern University	Nutrition	AA	5			
March, David	F	11-12-2007	PT	MA-University of New England	Communications	AA	5			
Mart, Margaret	F	02-17-2014	PT	Med- Simon Frazier University	Math	AA	5			
Milke, Susan	AD	06-07-2001	FT	BA - University of Oregon	Career Services Advisor					SS
Morgan, Karen	F	11-13-2013	PT	M-Eastern Michigan University	Nutrition	AA	5			
Morris, John	F	03-21-2011	FT	Certificate- South Dorset Technical Institute	Intro to Patisserie and Baking/Baking Principles and Viennoiserie	AA, C	4	4		
Niehuss, Jeremy	F	01-06-2014	PT	AOS- Western Culinary Institute	Cost Controls/Hospitality Supervision	AA	5			
Nowell, Emma	F	03-01-2006	FT	AOS - New England Culinary Institute	Lead Instructor/Baking Principles and Viennoiserie	AA, C	4			AD
Parmer, Marsha	AD	05-26-1989	FT	BS - Portland State University	Director of Career Services					SS
Pashke, Karen	AD	03-17-2014	FT	BA - University of Wisconsin-Madison	Admissions Representative					RA



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							A	M	E	
Raiford, Revena	AD	12-18-2006	FT	AA - Portland Community College	Admissions Representative					RA
Ralston, Colleen	AD	11-01-2011	FT	BA - Colorado College	Admissions Representative					RA
Shanafelt, Nicholas	AD	02-03-2014	FT	D - Sunset High School	Admissions Representative					RA
Sherpa, Mingma	AD	11-03-2005	FT	Diploma - Mt. Hood Community College	Procurement Coordinator					AD
Stephensen, Erica	F	02-16-2004	FT	AOS- Western Culinary Institute	Centerpiece and Cake Dec./Advanced Patisserie and Chocolate techniques	AA, C	4	4		
Stone, Kathryn	AD	06-01-2004	FT	BA - University of California at Los Angeles	Business Operations Manager					AD
Stuart, Madalynn	AD	08-12-2013	FT	BA - Hope International University	Admissions Representative					RA
Vaughan, Katie	AD	08-30-2010	FT	BA - Willamette University	Admissions Service Coordinator					AD
Wellen, Adam	AD	09-17-2012	FT	M - Portland State University	Admissions Representative					RA
Wellen, Tania	AD	01-28-2013	FT	BA - University of Maryland	Career Services Advisor					SS
Wendeborn, Daniel	F	04-10-2006	FT	BS- Colorado Technical University	Lead Instructor/Foundations i/Sanitation	AA, C	4			AD
Wilcox, Susie	F	12-08-2003	FT	AA-Oakland Community College	Foundations II/Foundations I/Sanitation	AA, C	4	4		



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							A	M	E	
Wynkoop, Anjali	F	04-01-2002	FT	AOS- Le Cordon Bleu College of Culinary Arts	Culinary Baking	AA, C	4	4		

Kitchens										Classrooms			
April	K1	K2	K3	K4	K5	K6	K7	K8	K9	C2	C3	C4	C5
6:30 AM	LCBC 122	LCBC 122	LCBC 212	LCBC 110 /	LCBC 152	LCBC 132			LCBC 222	LCBC 125	LCBC 212	COMM 166	LCBC 135
7:00 AM	lecture	lab	lab	LCBC 105	lec/lab	lec/lab			lec/lab	6:30-7:35	lecture	6:30-8:20	6:30-8:20
7:30 AM	Susie	Susie	even	Ron	Anjali	Luke			Kelvin	Paul	odd	David M.	Karen
8:00 AM			Jorge								Jorge		
8:30 AM				LCBC 100						PSY 142		MAT 100	ENG 121
9:00 AM										8:30-10:20		8:30-10:20	8:30-10:20
9:30 AM										David H.		Margaret	David M.
10:00 AM													
10:30 AM	LCBC 122	LCBC 122	LCBC 212	LCBC 110 /	LCBC 152	LCBC 132		LCBC 225	LCBC 222	COMM 166	LCBC 212	ENG 221	LCBC 135
11:00 AM	lecture	lab	lab	LCBC 105	lec/lab	lec/lab		10:30-11:35	LCBC 222	10:30-12:20	lecture	10:30-12:20	10:30-12:20
11:30 AM	PB AOS	PB AOS	even	Paul	Anjali	Luke		Kay	lec/lab	David M.	odd	Ally	Megan
12 noon	added	added	Jorge					LCBC 232	Kelvin		Jorge		
12:30 PM	Susie	Susie		LCBC 100				11:45-2:15		MAT 100		LCBC 215	ENG 121
1:00 PM				David H				lec/lab		12:30-2:20		12:30-2:20	12:30-2:20
1:30 PM								DJ		Berry		Jeremy	Ally
2:00 PM								John					
2:30 PM				LCBK 212	LCBK 232	LCBK 112		LCBK 102		PSY 142		LCBC 215	
3:00 PM				lec/lab	lec/lab	lec/lab		lec/lab		2:30-4:20		2:30-4:20	
3:30 PM				Sadie	Erica	Emma		John		David H.		Jeremy	
4:00 PM													
4:30 PM										LCBC 125		ENG 221	
5:00 PM										4:30-6:20		4:30-6:20	
5:30 PM										Jeremy		Ally	
6:00 PM													
6:30 PM								LCBC 152					
7:00 PM								lec/lab					
7:30 PM								Sadie					
8:00 PM													
8:30 PM													
9:00 PM													
9:30 PM													
10:00 PM													
10:30 PM													
Co-hort					Planned	planning	lec/lab	lecture	lab				



ACICS Application for Accreditation – PART II

Self – Study Narrative

Revised: May 1, 2013

All supporting documentation and exhibits referenced in this Self-Study Narrative must be maintained at the campus location for review by the accreditation visit team - *Do not submit your supporting documentation with this application.*

INSTITUTIONAL PROFILE

INSTITUTIONAL INFORMATION

Name: Le Cordon Bleu College of Culinary Arts Atlanta

Address: 1927 Lakeside Parkway, Tucker, GA 30084-5865

ACICS ID Code: 00038381

Campus Classification: Main Additional Location

If an additional location, please provide the following information:

Main Campus Name: Le Cordon Bleu College of Culinary Arts Portland

Main Campus Address: 600 SW 10th Avenue Suite 500, Portland, OR 97205

Main Campus ID Code: 00038375

History of accreditation with ACICS and with other agencies:

Le Cordon Bleu College of Culinary Arts Atlanta was established in April 2003 to bring the Le Cordon Bleu Culinary Arts program to the Atlanta area. Its initial accreditation was through the Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT). In July 2006, Le Cordon Bleu College of Culinary Arts in Atlanta earned accreditation of its Le Cordon Bleu Culinary Arts program by the American Culinary Federation Foundation Accrediting Commission (ACFFAC). In July, 2011 the college voluntarily relinquished its accreditation status with ACCSCT and maintained institutional accreditation with only one accreditor, ACICS.

Brief history of the institution:

Le Cordon Bleu College of Culinary Arts Atlanta has institutional accreditation through ACICS and programmatic accreditation through the American Culinary Federation. Le Cordon Bleu College of Culinary Arts in Atlanta is a branch campus of Le Cordon Bleu College of Culinary Arts in Portland, Oregon. The Portland campus, formerly known as Western Culinary Institute, was established in 1983 to meet the growing demand for professionally trained chefs and quickly gained a national reputation. In 1999, Le Cordon Bleu College of Culinary Arts in Portland began its partnership with Le Cordon Bleu. Le Cordon Bleu College of Culinary Arts in Atlanta first offered a Le Cordon Bleu Pâtisserie & Baking program in May 2006. In January 2009, the college was approved to offer a Certificate in Le Cordon Bleu Culinary Arts. In January 2010, the college was approved to offer an Associate of Occupational Science in Le Cordon Bleu Pâtisserie & Baking. Le Cordon Bleu College of Culinary Arts' association with Le Cordon Bleu represents a union of one of the finest in European and North American culinary arts training programs available today, providing the opportunity to experience a comprehensive, challenging and hands-on education.

List of recent (past three years) complaints or adverse actions and current status:

Career Education Corporation was placed on Show Cause in 2012 and has since responded and completed this action. Le Cordon Bleu College of Culinary Arts is ACICS accredited through December 31st, 2014.



List of contracts or agreements with other institutions or entities: (consortium agreements, articulation agreements, etc.)

Le Cordon Bleu Atlanta has an articulation agreement which allows our graduates to transfer into a Culinary Management BA online program offered by Le Cordon Bleu College of Culinary Arts in Scottsdale (ACICS/ACCSC Accredited). This articulation agreement is a formal, written document that defines how courses taken at our school can be applied towards this online program.

List of international activities:

All Le Cordon Bleu schools in North American work in partnership with Le Cordon Bleu International (LCBI). LCBI sends chef instructors to US campuses for trainings with faculty and teaching US Students. US Chef Instructors visit LCBI in Ottawa, Canada to train in teaching methodologies. LCBI also assists in the recruitment of international students to the Atlanta, Chicago, Minneapolis/St. Paul, Orlando and Portland campuses. This is done through LCBI with direct recruitment from recruitment fairs and events and through contacts via the LCBI website in the form of live chat leads and email inquiries.

Description and scope of distance education activities: Hybrid Fully Online

N/A

Participation in Federal Financial Aid Programs: Yes No

INSTITUTIONAL CHANGES

Description of major changes since the last institutional review in the following areas:

Management:

Changes in the management team are listed below.

Tirrell Anthony, Director of Career Services;

Jamehia Thibeaux, Business Operations Manager

Change of Ownership: N/A

Program offerings: N/A

Curriculum: N/A

Institutional delivery: N/A

Other changes: N/A



1. MISSION, OBJECTIVES, AND INSTITUTIONAL EFFECTIVENESS

Every educational institution should have a mission, which is its specific purpose for existing. The mission of the institution must be stated in the school's catalog and in other publications readily available to the public. The mission must be completely, clearly, and simply stated in terms readily understandable by a prospective student, parents, the public, and other educational institutions. The mission should be devoted substantially to career-related education and should be reasonable for the program of instruction and facilities of the institution. Each institution should be capable of demonstrating its educational effectiveness through assessment and documentation of student outcomes. This assessment must include evidence that the institution's annual retention and placement rates are in keeping with its mission. The institution's mission statement should be consistent with educational and employment outcomes of its students. In responding to the questions below, please consult Sections 3-1-100 through 3-1-113 of the *Accreditation Criteria*.

MISSION AND OBJECTIVES

1.1 How was the mission developed?

The current mission statement was reviewed and revised through a collaborative effort involving the Presidents of the 17 Le Cordon Bleu campuses and the Executive Leadership team of the Culinary Education Group (CEG). The mission was most recently reviewed by campus presidents and the Executive Leadership team in March 2013. It was also reviewed in May 2013 by faculty and staff using the following pertinent factors:

- Le Cordon Bleu's role in culinary education and the hospitality industry
- Industry needs as it related to the skill level of Le Cordon Bleu graduates
- Le Cordon Bleu's influence on the future of the hospitality industry

The role of the institution in regard to the mission is to ensure that each function at Le Cordon Bleu Atlanta including the curriculum, library, faculty, administration and support services are, in fact, helping to support the institution support this mission.

1.2 State the institution's mission and supporting objectives.

The mission statement of Le Cordon Bleu College of Culinary Arts Atlanta is as follows:

Mission:

Le Cordon Bleu College of Culinary Arts is an institution of higher learning for students who share a passion for the culinary and hospitality arts. We are dedicated to providing quality career education that integrates the classic culinary curriculum of Le Cordon Bleu in combination with modern technology and innovation in global cuisine.

Objectives:

- To provide a creative and supportive community guided by knowledgeable chef instructors, faculty and staff; a community where you can immerse yourself in the culinary or hospitality arts in order to develop skills by watching chef demonstrations and then performing the same tasks yourself.
- To provide you the opportunity to spend time in industry-equipped kitchens working alongside chef instructors and learning the skills necessary to explore your passion and pursue your goal of a career in the culinary or hospitality industry.



- To introduce you to various techniques and expose you to the preparation of international cuisine throughout your training.
- To provide you the theoretical foundation and technical skills that can be applied to the preparation of many cuisines.
- To offer a dedicated Career Services department to assist you and support you in your career aspiration to help you achieve your goal of a career in the culinary or hospitality industries.

1.2.1 Cite where it is found in the catalog.

The institution's mission and supporting objectives are stated on page 6 of the Le Cordon Bleu College of Culinary Arts 2013 - 2014 Catalog.

1.2.2 Explain how the supporting objectives are devoted substantially to career-related education?

The College's mission statement and overall educational objectives are job-oriented in every aspect as it prepares students and graduates for professional opportunities and career success in the international culinary industry. This is accomplished by providing an individualized, hands-on education in the classic and modern culinary arts and by exposing students to general education courses that help develop problem solving and critical thinking skills. The College's Academic Associate's of Science (AAS) degrees and certificate programs are designed to provide the theoretical foundation and technical skills necessary for success in the food service industry

Culinary Arts Objectives:

- To provide a creative and supportive community guided by knowledgeable chef instructors, faculty and staff; a community where you can immerse yourself in the culinary or hospitality arts in order to develop skills by watching chef demonstrations and then performing the same tasks yourself.

The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. In addition the skills needed for a particular program are reinforced with relevant instruction.

- To provide you the opportunity to spend time in industry-equipped kitchens working alongside chef instructors and learning the skills necessary to explore your passion and pursue your goal of a career in the culinary or hospitality industry.

The campus facilities and the equipment used comply with all federal, state and local ordinances and regulations including those related to fire safety, building safety and health. Kitchen labs are equipped with stoves, ovens, and food preparation equipment commonly found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

- To introduce you to various techniques and expose you to the preparation of international cuisine throughout your training.

Students in addition demonstrate professional-level culinary and baking techniques that demonstrate sanitation principles as they apply to the professional kitchen. Demonstrate professionalism appropriate to the hospitality industry and exhibit college-level reasoning



skills. Students also apply basic management principles to the demands of the hospitality industry.

- To provide you the theoretical foundation and technical skills that can be applied to the preparation of many cuisines.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions.

- To offer a dedicated Career Services department to assist you and support you in your career aspiration to help you achieve your goal of a career in the culinary or hospitality industries.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Rounds man and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef).

Patisserie and Baking Objectives:

- To provide a creative and supportive community guided by knowledgeable chef instructors, faculty and staff; a community where you can immerse yourself in the culinary or hospitality arts in order to develop skills by watching chef demonstrations and then performing the same tasks yourself.

The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. In addition the skills needed for a particular program are reinforced with relevant instruction.

- To provide you the opportunity to spend time in industry-equipped kitchens working alongside chef instructors and learning the skills necessary to explore your passion and pursue your goal of a career in the culinary or hospitality industry.

The campus facilities and the equipment used comply with all federal, state and local ordinances and regulations including those related to fire safety, building safety and health. Kitchen labs are equipped with stoves, ovens, and food preparation equipment commonly found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

- To introduce you to various techniques and expose you to the preparation of international cuisine throughout your training.
- To provide you the theoretical foundation and technical skills that can be applied to the preparation of many cuisines.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was



designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions.

- To offer a dedicated Career Services department to assist you and support you in your career aspiration to help you achieve your goal of a career in the culinary or hospitality industries.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of “pastry chef” generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef).

- 1.2.3 Explain how the supporting objectives are reasonable for the program(s) of instruction, mode of delivery, and facilities of the campus?

LCB offers an Associate in Applied Science in Le Cordon Bleu Culinary Arts and Certificates in Le Cordon Bleu Culinary Arts and Le Cordon Bleu Patisserie and Baking. All programs are offered on ground at the campus facility in Tucker, GA. The LCB supporting objectives are reasonable for these programs according to national standards. The mode of delivery and the campus facility as all are directly referenced in the objectives, all of which support students receiving a career-related education in the culinary arts.

- 1.3 Explain how the faculty, financial resources, physical plant, administration, management, and educational activities contribute to the implementation of the institution’s mission.

Le Cordon Bleu strives to provide a premium learning environment for students. This is achieved through a coordinated effort of personnel (faculty, staff, and administration), facilities, and educational programs, career services and student accountsservices.

Faculty

Le Cordon Bleu Atlanta’s faculty members are the keystone of the college’s teaching success. Faculty members are assigned to teach based on their professional experience and academic credentials.

Faculty members are recruited for their experience and education. Once they are employed, each faculty member is provided a faculty development plan which includes scheduled in-service dates for professional development and online courses through the Center for Excellence in Education to help him/her learn and master the teaching craft. Staff and administration are likewise recruited for their experience and skills. In addition to regular coaching and performance management, all Le Cordon Bleu personnel receive formal mid-year and annual performance evaluations.

Financial Resources

Le Cordon Bleu Atlanta is part of the Career Education Corporation family of Colleges and Schools. Because of this affiliation, Le Cordon Bleu Atlanta has the financial resources to provide for current and future development and implementation of its mission to provide quality career education. Capital expenditure budgets provide funds for new materials, facility improvements, and equipment. In addition, budgets are prepared to cover additional expenses such as increases in employee headcount in all functional areas. The financial resources, physical plant, administration, management and educational activities contribute to the implementation of the institution’s mission through measurement of many of the campuses’ operating departments as well as our academic programs through the Institutional Effectiveness Plan process. This process includes the measurement of data



that is completed quarterly and includes measurement of various student outcomes. Additionally, the mission is implemented on a daily basis by the through faculty classroom instruction.

Physical Plant

The campus is located at 1927 Lakeside Parkway, Tucker, GA 30084 in a 60,000 square foot building that supports the institution's student population, labs and equipment. It includes 10 spacious kitchens and 7 classrooms. Physical resources are monitored and evaluated to stay abreast of industry standards. Le Cordon Bleu's spacious facilities include industry-current lab equipment, audio visual aids (such as cameras in lab, kitchens, and classrooms), library and learning resource center, a student resource center, student-run restaurant (open to the public), and computer facilities. The facilities are maintained by one full-time facilities coordinator, contracted maintenance personnel, and other third party repair contractors as needed.

Administration and Management

The administration and management of Le Cordon Bleu Atlanta includes a President, Director of Education, Business Office Manager, Director of Admissions, Director of Career Services, and Director of Procurement. Administrators ensure that all of the above (facilities, educational programs, personnel) are properly supported through financial support, planning, execution, and evaluation with a highly collaborative team.

The key management of the institution meets on a daily and weekly basis to ensure that the objectives of the mission are being met. All departments receive ongoing training to enhance their professional development to better assist the student body.

Educational Activities

Students are provided a supportive, challenging, educational atmosphere. Students engage in various instructional modes, which encourage self-directed learning, creative applied research, and inquiry through vital problem-solving activities, good citizenship and high standards.

The educational programs are regularly reviewed for relevance and quality. Student and Career Services include employment assistance, library, the learning resource center (including tutoring and disability-support services), and help with student issues and general questions. Faculty

Capital expenditure budgets provide funds for new materials, facility improvements, and equipment. In addition, the institution prepares budgets to cover additional expenses, such as an increase in the number of employees.

- 1.4 What are the provisions for ensuring that the mission is subjected periodically to critical review by the administration and faculty to determine if the campus is fulfilling its educational mission and meeting the needs of the community?

Quarterly reviews of the Campus Effectiveness Plan (CEP) include the mission statement and corresponding goals and objectives. Le Cordon Bleu reviews the mission statement annually at the CEG level and then solicits feedback from campus faculty and staff.

The Campus Effectiveness Team (CET) for Le Cordon Bleu Atlanta, comprised of the President, Director of Education, Business Office Manager, Director of Admissions, Director of Career Services, Director of Procurement, and FT and adjunct faculty members assesses the progress of all departmental functions of Le Cordon Bleu Atlanta in relation to its mission. The CET meets on a



quarterly basis to share progress and to track the achievement of institutional goals that support the mission and the needs of the community.

In addition, two advisory board meetings are conducted annually by the academic department to receive guidance regarding industry trends. These meetings are a vital resource for assessing the institutional effectiveness of the educational mission.

1.5 How do degree programs emphasize both the achievement of vocational objectives and general education?

Le Cordon Bleu Atlanta has designed its general education offerings to foster an understanding of, and respect for, self and natural and social environments. In the student's quest for knowledge, these general studies provide critical thinking abilities, communication skills, and a comprehension of contemporary problems and issues in the world. The institution desires to graduate students who are not only experts in their chosen field but also thoughtful and conversant about the society in which they live.

Le Cordon Bleu Atlanta's programs emphasize the achievement of vocational objectives and general education by offering courses in core program competencies, as well as science, humanities, mathematics, and social science. These general education courses enhance the ability of students to apply academic and occupational skills in the workplace.

The programs adhere to Le Cordon Bleu Atlanta's mission, comply with ACFEF, ACICS, and the state of Georgia and include the core competencies necessary for success in the industry. Each course encompasses appropriate instruction procedures, texts, materials, and technology. The programs offer a well-organized sequence of subjects leading to an occupational objective.

Through these vocational objectives and general education requirements, Le Cordon Bleu Atlanta graduates:

- Expand their historical, aesthetic, cultural, literary, scientific, and philosophical perspectives;
- Improve critical and analytical thinking; and
- Learn skills in finding, managing and communicating knowledge.

With the Le Cordon Bleu Atlanta's overall focus on career education, our programs emphasize vocational objectives and provide knowledge and experience in the career field chosen by the student. Emphasis on critical thinking skills, communication skills, and creative thinking allow for greater flexibility in the workplace.

1.6 Describe the administration's plans for any changes in the institution's mission and/or supporting objectives.

At the first CEP planning meeting in January 2013, the CET reviewed annually the institutional mission. Presidents and the CEG Executive team reviewed the mission again in March 2013 and Le Cordon Bleu Atlanta does not anticipate any changes to its mission or supporting objectives in the near future.

INSTITUTIONAL EFFECTIVENESS

1.7 How was the campus effectiveness plan (CEP) developed?

The CET creates the Campus Effectiveness Plan (CEP). The committee members are listed in 1.4 above and represent every department on campus.



The CET meets on a quarterly basis. The first meeting of the year takes place in January, when the CET sets campus effectiveness goals for the school and for each department. The CET establishes the goals of the CEP, determines the action items necessary to achieve each goal, and documents those action items in the CEP. Data is tracked throughout the year and reported to and reviewed by the CET each quarter. The CET assesses the institution's progress toward achieving the established goals and determines any necessary adjustments to action items or goals.

Key metrics are reviewed and action steps to correct issues are developed.

- On a more regular basis, the following quality control measures help ensure ongoing effectiveness:
- Weekly Academic Management meetings by the academic leaders and Career Services.
- Monthly Compliance Steering Committee Meetings
- Weekly metrics overviews (to review business metrics, such as retention, placement rates, and compliance metrics)

The goal of Le Cordon Bleu's staff and faculty is to ensure an enriched learning experience for students and to maintain the usefulness and effectiveness of the services offered by the institution. The College relies on the CEP to learn from its performance, and gauge future plans of improvement in areas such as management, facilities, student services, instructional methods, staff and faculty development, and materials and curricula. This plan is discussed on a quarterly basis during senior management strategic planning meetings. IET are responsible for its implementation. The institutional assessment and improvement activities include a written and comprehensive plan that examines school operations and sets forth specific short- and long-range (up to three years) goals for improvement with measurable benchmarks and timelines for implementation.

Much information currently exists and is regularly collected by the College that may be used to answer CEP questions: pre-enrollment surveys on learning strengths and weaknesses, admissions and financial aid records, course and instructor surveys, student satisfaction surveys, retention rates, licensure and certification examinations, capstone courses, surveys of alumni, and employer surveys. The program evaluation will use some of this information, or agency records, in a supplemental or auxiliary role to supplement the finding through qualitative and quantitative research instruments.

The data are used to:

- a) Measure the knowledge and skills gained by students

Students are monitored through attendance and grade reports on an ongoing basis. A weekly review of student progress and attendance is held to assess student learning and outcomes. Our academic leadership looks at student's progress and work with those struggling to meet SAP and attendance. This information is shared with the Retention Team on an ongoing basis to assist students in meeting their goals.

Percentage of students passing the ACF certified culinarian exam. This exam, following American Culinary Federation guidelines, is an encapsulation of key cooking skills. It is administered at the end of the AAS program if the student desires to take the exam. Once the student completes the program they will automatically become a member of the ACF and will receive a certificate of culinarian. If the student does not desire to take the exam, students are also measured by their grades throughout their studies which would also affect their Satisfactory Academic Progress (SAP). These assessments directly measure a student's ability to prepare food to nationally recognized specifications.



Percentage of students passing the NEHA exam. ServSafe test results – NEHA and ServSafe are national tests of food safety knowledge. Food safety is a critical skill for professional culinarians.

b) Measure satisfaction of employers and graduates

Program satisfaction scores from graduates – The scores directly reflect graduate attitudes and opinions about their education and program outcomes. Employer satisfaction is very important in assessing industry changes as well as how our students are doing.

The CET has determined in developing this plan that continued success of the College is dependent on three main factors: customer service, career success for our graduates, and vision to continuously adapt to an ever-changing industry. The College works in conjunction with its Program Advisory Committee (PAC) to evaluate its career success for graduates and viability for future program development.

- **Retention:** Retention meetings are held weekly to identify at risk students as well as assist in identifying negative trends which impact student retention. (Continued analysis of withdrawal data will allow the institution to determine ways in which Le Cordon Bleu can improve retention.)
- **Student Placement Rates:** A dedicated Career Services Department works diligently to create and maintain relationships with current and potential employers. Le Cordon Bleu expects to increase student placement rates as a result of these improved relationships.
- **Level of Graduate Satisfaction:** Graduate survey responses are analyzed to identify graduate concerns that the school will be able to address. In addition Le Cordon Bleu has implemented an alumni association. The goal of the Le Cordon Bleu alumni association is to improve graduate relations and enhance graduate networking opportunities within the community.
- **Level of Employer Satisfaction:** Periodically, Career Education Corporation surveys employers to determine employer satisfaction. Results are tabulated and employer concerns are appropriately addressed by the Director of Career Services at the campus level.
- **Student Learning Outcomes:** Ongoing evaluations of student learning outcomes are achieved by assessing an end of course comprehensive examination. All courses allow the institution an opportunity to assess the student skill set and learning outcomes.

1.7.1 Who is responsible for implementing and monitoring the plan?

The CET is responsible for ensuring that the CEP is implemented and monitored. The purpose of the CEP identifies accountability and areas for improvement. It mirrors the purpose of program evaluation: to improve learning and gauge institutional effectiveness. Announcements of the evaluation are made in advance to ensure the widest interest and audience for the report. The College regularly acts on the evaluation results. Conclusions may influence budget planning, professional development, staff development, and curricular reform.

Recommendations for action are presented to the leadership team, faculty members, and College corporate officers. Presentations for the admissions department, detailed formative reports for program development and evolution, and regular summative reports necessary for intervention or evaluation redesign, as well as duplication of evaluation model in other places. Assessing program outcomes may offer clues to how cooking knowledge is transferred and promulgated in the current system. Culinary educators need to prepare the hands, head, and heart of a student in hopes of transforming a profession. This CEP may reveal potential assessment instruments for culinary schools. It also may provide an example of program



evaluation of institutional effectiveness in the delivery of culinary arts education. Results from this CEP may assist curriculum development and influence student expectations in culinary arts education. To further advance the field, culinary educators must accurately assess program outcomes and effectiveness to make significant contributions to the discipline and industry.

- 1.8 What are the annual retention and placement rates for the campus, if applicable, for the past three years? (Provide the numbers used to calculate the rates, and explain as necessary.)

Year: 2012 Retention Rate: 75.8 % Placement Rate: 62.7 %

Year: 2011 Retention Rate: 74.3 % Placement Rate: 62.8 %

Year: 2010 Retention Rate: 78.0% Placement Rate: 89.5%

Explanation (if necessary)

Le Cordon Bleu Atlanta has achieved the following annual average retention and placement rates using the ACICS Annual Institutional Report (AIR) formulas.

The retention rate is calculated by $(A-B) \div A = \text{retention \% rate}$ where:

A = total enrollment (New Starts + Beginning Enrollment + Reentries)

B = withdraws

Placement rate is calculated by $(PF + PR) \div (G - U) = \text{placement \% rate}$ where:

PF = Placed in Field G = Graduates and Completers

PR = Placed in Related Field U = Unavailable for Work

- 1.9 How do these annual retention and placement rates compare to prior rates, if applicable, and to rates at similar institutions?

Le Cordon Bleu Atlanta's overall retention status has fluctuated over the past three years but remained strong with a range of 74-88%. Overall placement rates have been consistent over the past three years showing 63% for P&B and Culinary combined.

ACICS Summary of Key Operating Statistics: Data collected from the 2011 Annual Institutional Reports (<http://www.acics.org/KOS.aspx>)

The 2011 ACICS Key Operating Statistics for Retention Rates and Placement Data and the 2009-2012 ACICS Campus Annual Report are used to compare Le Cordon Bleu Atlanta with institutions located within the same state, areas with similar population, and those offering the same level of degree. The comparison is as follows:

Le Cordon Bleu College of Culinary Arts Atlanta				
YEAR	Current Retention Rate	Prior Retention Rate	Current Placement Rate	Prior Placement Rate
2012	75.8 %	74.3 %	62.7 %	62.8 %
2011	74.3 %	78.0 %*	62.8 %	89.5 %*
2010*	78.0 %*	**NA	89.5 %*	**NA



* *Le Cordon Bleu Atlanta was accredited by ACCSC prior to 2011 and is reporting the figures that were submitted to that accreditor.*

***ACCSC does not report retention rates. While accredited by ACCSC from 2003-2011, Le Cordon Bleu Atlanta reported only graduation rates by program and employment rate by program, therefore, there is not a rate for the campus itself.*

Retention						
Year	School	State Schools	All ACICS Institutions	Urban Population 500K +	Associate Granting Schools	Bachelor Granting Schools
2012	75.8 %	NA	NA	NA	NA	NA
2011	74.3 %	69 %	73 %	70 %	72 %	68 %
2010*	*	69 %	73 %	74 %	74 %	71 %
2009*	*	66 %	74 %	77 %	74 %	72 %
Placement						
Year	School	State Schools	All ACICS Institutions	Urban Population 500K +	Associate Granting Schools	Bachelor Granting Schools
2012	62.7 %	NA	NA	NA	NA	NA
2011	62.8 %	69 %	70 %	69 %	69 %	70 %
2010*	*	72 %	71 %	71 %	69 %	72 %
2009*	*	74 %	74 %	76 %	73 %	74 %

* *Le Cordon Bleu Atlanta was accredited by ACCSC prior to 2010 and is reporting the figures that were submitted to that accreditor.*

1.10 What are the campus' retention and placement goals for the next reporting year?

Retention: 77% Placement: 70%

1.10.1 What factors were taken into consideration when developing these goals?

Retention goals are based on both meeting school budgets and ACICS targets year-over-year. The retention goal for 2013 is 77%, with the intent of increasing this goal by 1%-1.5% annually.

The goals to improve retention efforts campus-wide as reported on the CEP are:

- Meet or beat drop budget monthly for each department.
- Improve registration rates for each department.

Placement goals are based upon market trends and those set by ACICS year over year.

Factors for consideration in making these goals include the local job market outlook, national and state unemployment rates, and employer meetings to discuss future hiring trends. The placement goal for 2014 is 75%, with the intention of improving this standard each year.



The goals to improve placement efforts campus-wide as reported on the CEP are:

- Define the traits and skills needed for graduates to be employed successfully.
- Prepare and assist students in obtaining employment, such as resume workshops, using Optimal Resume, job fairs, and providing weekly job opportunity listings.

Historical performance for the school and other schools in the Career Education Corporation and particularly the schools within the Culinary Education Group form a baseline for determining performance. Incremental improvement is always a goal, but mitigating factors may be considered. For example, incremental improvements in retention are an assumed goal, but factors such as changes in regulations or student financing may affect these goals.

- 1.11 Explain how the activities undertaken to meet the retention and placement goals enabled the campus to maintain or improve retention and placement outcomes over successive years?

The activities undertaken to meet the retention and placement goals have in many instances enabled Le Cordon Bleu Atlanta to maintain or improve retention and placement outcomes over successive years. The staff in the academic and career services departments reviews goal attainment on a monthly basis at department meetings. In these meetings, initiatives to increase retention and/or placement are developed and implemented.

The College does have retention strategies in place that are student-focused. These strategies are processes that help and maintain high levels of success in recruitment, retention, and graduation rates for our students. The process is team-based and College-wide. The purpose of these strategies is for the ongoing support of the student and their educational goals. We have created an environment where students feel welcome, encouraged, challenged and supported through a learning community.

Overall, our graduate employment rate reflects positive employment outcomes for our graduates in their field of study. This is achieved by helping graduates connect with employers in a number of different ways, including on-campus recruiting efforts, our student portal/placement website, and personalized coaching to graduate job-seekers. Additionally, we have improved our communication to graduates about employment information. Continuous communication with graduates via email blasts has enabled us to relay job leads to graduates as well.

The Le Cordon Bleu Atlanta has also developed several initiatives to improve placement rates including:

- Optimal Resume
- Online Job Fairs
- On-site Job Fairs
- Talisma
- Increased site visits
- Increased number of on-site employer recruitment events and employment seminars.

Le Cordon Bleu Atlanta has developed new outreach initiatives to improve retention rates. Some examples of these initiatives that have enabled the campus to (maintain/improve) outcomes include:

- Extracurricular activities (such as culinary clubs, advance training programs, and community activities, etc.)
- Student organizations such as the Latin, Cajun creole, BBQ clubs, in addition to the advance culinary teams and Ambassador programs.



- Workshops which involves hands on instruction and fundamental development by internal and external chef educators.
- Student appreciation days which is designed to create an advanced level of culinary pride and professional fellowship amongst the student population.
- Skills enhancement classes provides development in the art of cooking while exposing the students to the multiple avenues of the hospitality industry.

The Career Education Early Response Survey (CEER) and daily attendance monitoring support student retention efforts. By increasing active participation with the school, students are increasingly engaged, focused, and more likely to remain in Le Cordon Bleu Atlanta.

1.12 What data are utilized to evaluate the following elements:

a. Level of graduate satisfaction

The institution analyzes graduate survey responses to identify graduate concerns that the school should address. This survey asks students about their experiences at Le Cordon Bleu Atlanta. In addition, the College has an alumni association that seeks to improve graduate relations and to enhance graduate networking opportunities within the community.

b. Level of employer satisfaction

Periodically, CEC surveys employers to determine employer satisfaction. The employers provide insights about student knowledge and skills important for success in the industry. CEC tabulates and shares the results with the campus, and the Director of Career Services addresses any concerns at the campus level and establishes goals for improvement.

c. Student learning outcomes

Le Cordon Bleu Atlanta performs an ongoing assessment of the knowledge and skills gained by its students. The institution evaluates the competencies for each class based on educational outcomes. This may include, but is not limited to, tests, exams, papers, reports, projects, presentations, and portfolios. The institution assesses the classroom work-product based on course objectives that the syllabus defines. All courses allow the institution an opportunity to assess the student skill set and learning outcomes.

The institution also tracks retention, placement and graduation rates on an ongoing basis using enrollment and placement data from its student database.

1.12.1 Explain how the data is collected and used to improve educational processes for the following elements:

a. Satisfaction of graduates

Le Cordon Bleu Atlanta collects, compiles, and analyzes graduate survey responses to identify graduate concerns that the school should address. The institution also creates goals to address concerns and improve the satisfaction of graduates. The goal of the Le Cordon Bleu Atlanta alumni association is to improve graduate relations and to enhance graduate networking opportunities within the community. The institution provides opportunities for alumni to gather at campus workshops and events as well as providing alumni the opportunity to visit Career Fairs. Alumni regularly return to the school to perform cooking demonstrations and question and answer sessions for current students.

b. Satisfaction of employers



CEC periodically surveys employers to determine employer satisfaction and provides the compiled results to the campus. CEC tabulates the results, and the Director of Career Services addresses any areas of concern at the campus level and establishes goals to increase employer satisfaction.

c. Student learning outcomes

The CET evaluates and considers the data collected (as outlined above) to determine any progress toward established student learning outcomes and goals. If the CET determines that the outcomes do not meet established goals, Le Cordon Bleu Atlanta makes procedural and policy changes to meet the goals established by the CET.

1.13 How is the campus effectiveness plan evaluated?

The CET at Le Cordon Bleu Atlanta tracks and measures the institution's success in fulfilling its mission. The CET also continually assesses programs offered at Le Cordon Bleu Atlanta and how the institution might improve them. The institution measures campus effectiveness by analyzing student learning outcomes, retention, placement and graduation rates, and employer and graduate satisfaction.

The president leads quarterly meetings with Le Cordon Bleu management to review, discuss, and evaluate the data points for each department. The validity of data points are discussed and adjusted as needed based upon the changes in the academic programs and/or operational changes. The information recorded on the Campus Effectiveness Summary Table is compared to current data enabling the committee to identify positive and negative trends. Any negative trends are discussed and courses of action are determined. Similarly, positive trends which are identified are assessed, so continued enhancement of best practices is realized.

1.13.1 What is the schedule for evaluation?

The CET meets quarterly throughout the year. At the last meeting of each subsequent year, the CET evaluates the entire CEP so as to set new campus effectiveness goals for the upcoming year.



2. ORGANIZATION

Each institution should have an organizational structure designed to promote among all staff a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly implement the stated educational objectives of the institution. In responding to the questions below, please consult Sections 3-1-200 through 3-1-203 of the *Accreditation Criteria*.

- 2.1 Describe the governance, control, and corporate organization of the institution and cite where it is stated in the catalog.

Statement of Ownership: Le Cordon Bleu College of Culinary Arts in Atlanta

Le Cordon Bleu College of Culinary Arts is owned by Le Cordon Bleu North America, LLC., which is wholly owned by Career Education Corporation (CEC). CEC is a Delaware corporation with principal offices located at:

231 North Martingale Road

Schaumburg, IL 60173-2007

Phone: (847) 781-3600

Fax: (847) 781-3610

Executive Officers/Board of Directors (all campuses)

The executive officers of Career Education Corporation are:

Scott W. Steffey, President and Chief Executive Officer

Members of the CEC Board of Directors are:

David W. Devonshire, Chairman

Louis E. Caldera

Dennis H. Chookaszian

Patrick W. Gross

Greg L. Jackson

Thomas B. Lally

Ron D. McCray

Scott W. Steffey

Leslie T. Thornton

This information is stated on page 10-11 of the *Le Cordon Bleu College of Culinary Arts and California Culinary Academy 2013 - 2014 Catalog* and in its addendum.

The Atlanta campus operates within CEC's Culinary Education Group (CEG) headed by the President and Senior VP of Operations. The campus organizational structure includes a Senior Executive Team which reports directly to its President and is composed of Directors representing key operational areas for the campus: Academics, Finance, Admissions, Career Services, and Procurement. All Directors



report directly to the Campus President. There are also Human Resources and Regulatory Operations consultants assigned to the College.

The College's Senior Executive Team meets daily and weekly as an effective means of communication and sharing of responsibilities and priorities. The Senior Executive Team is responsible for communicating information both up and down the organizational structure. The goals of the Senior Executive Team are to lead the departments toward improving the institution through the goals and objectives outlined in the Institutional Assessment and Improvement Plan. In addition the College conducts All-Staff Meetings every 6 weeks to facilitate communications throughout the entire faculty and staff.

The College's communications with CEC Culinary Education Group occurs regularly and also includes weekly presidents' calls. In addition, departmental directors communicate as needed through email, teleconferences, and WebEx supported activities and initiatives with their counterparts at other Le Cordon Bleu institutions to share operational priorities and best practices.

Finally, the CEC Culinary Strategic Business Unit includes the Culinary Education Council which facilitates communication and sharing of information among the campuses within the division. The partnership between Le Cordon Bleu North America (LCBNA) and Le Cordon Bleu International ensures a high level of colleague-based communications with a goal of consistent educational programming of the maximum quality. This collaborative effort strives to bring the best of both worlds to the American system of training while respecting the centuries of tradition being passed on in its international programs. While this is a unique and challenging quest, it is clear that both partners understand the importance of quality and to work within the framework of our partnership to ensure the continued success of this tremendous brand name

- 2.2 How does the administration ensure that faculty and staff clearly understand their duties and responsibilities, the person to whom they report, and the standards by which the success of their work is measured?

When the institution hires a member of the faculty or a staff member, it provides the hire with a written job description that provides details outlining the individual's daily duties, essential functions, responsibilities, the Le Cordon Bleu Atlanta's expectations for the particular position, the identity of the person to whom the hire reports, and how the institution will measure performance. In addition, working with the supervisor, the employee sets annual goals.

In the interview and selection process, the school's senior management provides extensive details of job duties and responsibilities, ensured and coordinated by human resources consultants. Upon hire, faculty and staff are given a job description that clearly delineates individual duties, responsibilities, and explains to whom they report. Faculty and staff are given the opportunity to review their respective job descriptions, ask questions, and receive clarification from either their direct report or the human resources consultant.

Employees sign and date their job description when they accept employment. The original, signed job description is placed in the employee's personnel file maintained by College and copies are given to the employer and his/her immediate supervisor.

Additionally, the administration provides each new employee access to ConnectEd, an intranet website which provides access to employee handbooks, benefit information, corporate policies, and procedures, as well as online professional development tools. The employee's immediate supervisor is responsible for assigning and explaining specific goals to each employee.



Measurements of employees work (accomplishments, goals, and expectations) are conducted informally throughout the year by their immediate supervisor and formally biannually by the employee's immediate supervisor in conjunction with the school's president and human resources consultants.

2.2.1 How is this documented?

At a minimum, faculty and staffs annual performance metrics are recorded in an electronic and printed format. Additionally, faculty and staff are required to develop a personal self evaluation at mid-year and annually which mirrors the annual evaluation used by the employee's immediate supervisor. All employees are also required to create and implement at least 2 individual development goals for each year.

Le Cordon Bleu Atlanta documents this with a signed job description that it maintains in the employee's personnel file. The College documents performance goals with a signed acknowledgement by the employee. The employee's personnel file includes documents pertaining to the employee's annual performance appraisal conducted by the employee's manager. CEC and Le Cordon Bleu Atlanta use a web-based performance management system, SuccessFactors, and a merit and compensation system, Plateau, that handles all measures of their performance and professional competencies. Copies of all formal annual reviews performed by the administration and employees are given to both the employee and his/her immediate supervisor and the originals are kept in the employees personnel file by their supervisors. They are also always available electronically via SuccessFactors and Plateau.

2.3 How does the administration monitor and evaluate activities of faculty and staff?

The administration at Le Cordon Bleu Atlanta uses annual performance reviews, one-on-one meetings with the employee's supervisor, and regular department meetings to evaluate and monitor the activities of faculty and staff. The College uses classroom observations and student evaluations of each class to monitor and evaluate the activities of faculty. The administration also uses faculty development forms to evaluate and document both in-service activities and professional development activities outside the College.

Le Cordon Bleu has standardized evaluation systems to monitor activities and performance of all faculty and staff. Biannual performance reviews which include performance evaluations and goals for professional development are conducted for all employees by their immediate supervisor. Staff members in admissions are additionally evaluated by senior management and with assistance from Career Education Corporation officers.

Performance evaluation is ongoing through regular classroom observations and personnel reviews. Faculty members are assessed regularly through announced and unannounced classroom observations and regular student course surveys. The course surveys are available on the student portal at the end of each course. Faculty, as well as administration, can review the results of the course evaluations. Course evaluations are used in the annual review process of all faculty members. A formal evaluation is completed annually, with a semi-annual review to determine progress and attainment of goals. Faculty members with deficiencies are addressed by school administrators to determine an action plan for improvement. Faculty members are typically assigned to take on-ground or online classes dealing with the situation that has been identified.

Class observation forms are created and updated based on the stated educational outcomes for each course and the required method of instruction. The Director of Education and his leadership team



regularly observe classes evaluating the style, substance, and effectiveness of the faculty member. The goal is to conduct two formal classroom observations per faculty member per year .

- 2.4 Describe how the administration provides for the professional integrity of the staff and the academic freedom of the faculty.

The professional integrity of the staff is critical to the mission of Le Cordon Bleu Atlanta. To that end, the College communicates relevant policies and procedures during new hire orientation sessions and includes this information in the employee handbook (available through connectEd, the employee portal system). Staff must also complete annual ethics training, in addition to other training deemed necessary by CEC.

The academic freedom of the faculty is also critical to the mission of Le Cordon Bleu Atlanta. The College has created an environment where faculty members freely draw upon their knowledge, expertise, and special skills while providing continuous feedback on course content, learning activities, assessment criteria, scheduling, and assignments for each course. By guaranteeing academic freedom, the entire Le Cordon Bleu Atlanta community receives the benefit of the diverse knowledge, experience, and perspectives of its faculty. Faculty members also complete annual ethics training, in addition to other training deemed necessary by CEC.

Career Education Corporation also provides a major strategic operating plan that includes corporate values, standards, and strategic choices. The core values are Integrity, Excellence, Social Responsibility, Respect, and Diversity. The CEC Standards provide a consistent basis for measuring individual performance that encompass the areas of 1) Business & Strategic Acumen, 2) Talent & Team, 3) Alignment & Focus, and 4) Execution. They include types of behavior that the company encourages, recognizes, and rewards. The 12 CEC Standards are Strategic Perspective, Business Acumen, Decision Making, Talent Management, Collaboration/ Teamwork, Communication, Student & Customer Focus, External Relations, Integrity, Drive, Execution, and Adaptability/Change. The values and CEC Standards are part of our biannual performance evaluations and much of the corporate training also underscores these standards.

- 2.5 How is the policy for ensuring academic freedom communicated to faculty?

The Le Cordon Bleu Atlanta's Statement of Academic Freedom is clearly outlined in the faculty handbook provided to all newly hired faculty. Academic freedom is permitted to allow individual faculty members to adapt teaching/training methodologies that best facilitate the teaching, learning, skill development process for maximum effectiveness in the kitchen or classroom. Academic freedom is addressed and supported in the employee handbook and the faculty handbook. Electronic versions of the handbooks are available on the company intranet ConnectEd. Faculty and staff development is ongoing in areas of ethics and customer service. Continuous improvement is the major component of staff development carried out through weekly meetings, online training courses, and quarterly in-service activities.

- 2.6 Describe the grievance policies and procedures for students, employees, and other interested parties. How are students, faculty, and administrative staff made aware of these policies?

The College maintains a student handbook available on the Student Portal that includes its grievance policies and procedures. This information is also available on pages 123-124 of the *Le Cordon Bleu College of Culinary Arts and California Culinary Academy 2013 - 2014 Catalog*.

Should employees, faculty or members of the staff have concerns or complaints, the College requires that they discuss the issue with the immediate manager, a member of the senior management team,



Human Resources or the campus Regulatory Operations Consultant. If Human Resources or Regulatory Operations determines that an investigation is necessary, CEC's Compliance and Ethics Department will conduct a prompt and objective investigation. Most employee complaints are resolved at the school level; however, if the situation is not resolved in this manner, the employee may contact Career Education Corporation's Human Resources or contact the "EthicsMatters" hotline by telephone or the website. EthicsPoint, an independent, third-party firm specializing in managing corporate ethics hotlines, operates the EthicsMatters hotline and website. This creates a separation between CEC and the person reporting the issue, providing a confidential, anonymous way to report concerns about ethical violations. CEC strictly forbids retaliation against any person who reports an ethics concern in good faith.

Additionally, the Employee Handbook (available on connectEd) includes Grievance Procedures in Policy 715. Those procedures reiterate CEC's open door policy--that employees should feel comfortable in bringing concerns or issues to the attention of any supervisor or manager without fear of reprisal or punishment.

CEC also maintains a Code of Business Conduct and Ethics Policy that pertains to individuals who work for CEC.

Faculty and administrative staff are notified and given instructions at their new hire orientation about online access to Career Education Corporations Employee Handbook including policies and procedures through ConnectEd an intranet website. In the Employee Relations Policy, Section 102 the company expresses its commitment to providing and maintaining productive and professional working relationships with all its employees. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from company supervisors and management. If employees have concerns, they are strongly encouraged to voice these concerns openly and directly to their supervisors, to a human resources consultant, or to another member of management. Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive. CEC amply demonstrates its commitment to employees by responding effectively to employee concerns. If employees disagree with established rules of conduct, policies, or practices, they can express their concern without fear of being penalized, formally or informally, for doing so in a reasonable business-like manner. Employees are instructed to talk to their supervisor first, as usually business problems can best be solved between the employee and their supervisor. However, if that is not possible or if problems still exist, employees may talk to a Human Resources consultant, or to another member of management.

Internal Grievance Procedure: "If you have a concern, discuss it with local management. You also have the option of reporting your concerns confidentially to the "Speak Up" line at (888) 310-9568 (USA toll free) or collect to (770) 613- 6319 (for International callers) which is available 24 hours a day, 7 days a week (p. 5, Code)."Should employees, faculty or members of the staff have concerns or complaints, the institution requires that they discuss the issue with the immediate manager, a member of the senior management team, Human Resources or the campus Regulatory Operations Consultant. If Human Resources or Regulatory Operations determines that an investigation is necessary, CEC's Compliance and Ethics Department will conduct a prompt and objective investigation. Most employee complaints are resolved at the school level; however, if the situation is not resolved in this manner, the employee may contact Career Education Corporation's Human Resources or contact the "EthicsMatters" hotline by telephone or the website. EthicsPoint, an independent, third-party firm specializing in managing corporate ethics hotlines, operates the EthicsMatters hotline and website.



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Additionally, the Employee Handbook (available on connectEd) includes Grievance Procedures in Policy 715. Those procedures reiterate CEC’s open door policy--that employees should feel comfortable in bringing concerns or issues to the attention of any supervisor or manager without fear of reprisal or punishment.

CEC also maintains a Code of Business Conduct and Ethics Policy that pertains to individuals who work for CEC.

Student Grievance Policy: Internal Grievance Policy (Catalog pp.123-124)

The student grievance policy is listed in the student handbook and the catalog (p. 123-124). Students are informed of the policy in orientation and given a copy of the catalog and student handbook at that time. The publications are also updated and available on the student portal. Employee conduct and responsibilities are outlined in the Code of Business Conduct & Ethics Duty which includes sections on Duty to Report Observed Code Violations and Non-Retaliation, among other things. It is reviewed and acknowledged upon employment with CEC and available on company intranet via ConnectEd. Grievances that cannot be resolved at the local level may be escalated as described below:

Many student complaints can be resolved through discussion with the appropriate instructor or staff member and the use of this grievance procedure, and we encourage students to make contact at the first indication of a problem or concern.

This section describes the steps the student should follow so that the problem can be fully and fairly investigated and addressed. The student will not be bound by any resolution unless the student agrees to accept it. If the student does not accept a proposed conclusion or resolution, then the student may pursue the matter in arbitration as provided for in the student’s Enrollment Agreement. However, the student must pursue his or her claim through this grievance procedure first. Please note that this grievance procedure is intended for problems concerning a student’s recruitment, enrollment, attendance, education, financial aid assistance, or career service assistance, or the educational process or other school matters. It does not apply to student complaints or grievances regarding grades or sexual harassment, which are addressed in other sections of this catalog. Le Cordon Bleu College of Culinary Arts or California Culinary Academy and the student agree to participate in good faith in this grievance procedure. We will receive all information submitted by the student concerning a grievance in strict confidence and we and the student agree to maintain confidentiality in the grievance procedures. No reprisals of any kind will be taken by any party of interest or by any member of the Le Cordon Bleu College of Culinary Arts or California Culinary Academy administration against any party involved. We will investigate all complaints or grievances fully and promptly. So long as the student pursues this grievance procedure to its conclusion, the period during which the student is pursuing this process will not count toward any statute of limitations relating to the student’s claims.

Step 1 – Grievances or complaints involving an individual instructor or staff member should first be discussed with the individual involved. Grievances or complaints involving a policy or class should first be discussed with the individual enforcing that policy, the class instructor, or the Lead Instructor. Alternatively, the student may submit the complaint to the campus Director of Education.



Step 2 – If the matter is not resolved to the student’s satisfaction in Step 1, the student may submit a written, dated and signed statement of the grievance or complaint and a description of the actions that have taken place thus far to the next level of authority directly or through the President.

Step 3 – If the matter is not resolved to the student’s satisfaction in Step 2, the student’s next step is to submit a written, dated and signed statement to the campus President. Within five (5) days of the President’s receipt of the written statement, the President will arrange to preliminarily meet with the student to discuss the grievance, and the President will thereafter conduct an investigation, including providing the student with a full and fair opportunity to present evidence relevant to the matter. The President will render his/her decision in writing within ten (10) business days after concluding his/her investigation, setting out the President’s findings, conclusions, and reasoning. The President’s decision will be final. The student’s written complaint, together with the President’s decision, will become a permanent part of the files of the parties involved.

General

This grievance procedure is designed to address problems promptly and without undue delay. In order to achieve that, the student must initiate Step 1 within ten (10) business days of the incident or circumstance(s) giving rise to the complaint, and must initiate each other Step within ten (10) business days after receiving a response or if more than twenty (20) business days have passed with no response. If the student fails to take any of the steps in this procedure within the required time frames, then the student will be deemed to have accepted the resolution last proposed by Le Cordon Bleu College of Culinary Arts or California Culinary Academy. If the school fails to act within the time frames described in this procedure, then the student may elect to forgo any further steps in the grievance procedure and choose to go directly to arbitration as provided in the student’s Enrollment Agreement. The time periods set forth in these procedures can be extended by mutual consent of Le Cordon Bleu College of Culinary Arts or California Culinary Academy and the student.

Students may also contact the following agencies:

The Accrediting Council for Independent Colleges and Schools (ACICS)

750 First Street, NE Suite 980

Washington, DC 20002-4241

Phone: (202) 336-6780

The American Culinary Federation (ACFEFAC)

180 Center Place Way

St. Augustine, FL 32905

Phone: (904) 824-4468 or (800) 624-9458

A copy of the Commission’s Complaint Form is available at the school and may be obtained by contacting the Director of Education.

The student may also file a complaint directly with the Nonpublic Postsecondary Education Commission at any time. The student may contact the Nonpublic Postsecondary Education Commission for further details at:

Nonpublic Postsecondary Education

Commission (NPEC)



2082 East Exchange Place, Suite 220

Tucker, GA 30084

Phone: (770) 414-3300

2.7 Describe any plans for the improvement of the organization.

Le Cordon Bleu has organizational and departmental goals for 2013-2018. College strategies and plans are created each year by the Senior Management team with a goal of supporting the Corporate Strategic Plan. The College's mission, vision, goals, and strategies are reviewed annually with a goal of creating, modifying, and implementing departmental level action plans to support campus level strategies which in turn support corporate level strategies. The organizational goals are listed below. Each department also has their own goals that are outlined in the CEP.

2013-2018 Campus Effectiveness Goals

Based on the College's most recent outcomes assessments and our on-going evaluation of operations, needs and opportunities for further improvement the Executive Management Team has set the following departmental goals for improvement. These are evaluated, adapted and changed on a quarterly basis.

Overarching Institutional and Le Cordon Bleu Goals

2013 Goals:

- Ensure compliance in every facet of our business. No new material legal or compliance issues.
- Over-achieve budgeted OI through sound operational decisions and execution, while preparing strategically for the future.
- Manage Net Promoter Score to year-over-year improvement.
- Employee development and talent management:
- Improve retention of our students
- Increase operational efficiency/opportunity by completing facility redesign converting two classrooms to demonstration kitchens, adding three classroom, consolidating career services, adding a new student break room, adding a student computer lounge, and new office space for Academic leaders.
- Increase our leadership capabilities through successful completion of either CEG Management Training Program and/or the Corporate Developing Leadership Academy, and by consistently demonstrating the ability to effectively coach and develop employees.
- Partner with Compliance and departmental training groups to ensure all employees are trained regularly on updates in policies and procedures and to also be a role model for adherence to all school and CEC policies and procedures.
- Deliver timely performance evaluations for employees with timely mid-year reviews, ensuring developmental goals for each employee are in place (IDPs). Have regular meetings to monitor progress of performance goals.
- Maintain appropriate staffing levels for 2013 in conjunction with established workforce management principles and through appropriate planning based on budgeted as well as actual needs.

2014-2018 Goals:

- Online delivery for hybrid bridge programs to AS and BA degrees.



- LCB/CTU Articulation Agreements: Associate to Bachelors, Bachelors to Masters
- Further integration of LCB operation and website to reflect LCBI campuses.

Currently, plans for improvement in the institution's organization are academic in nature. Le Cordon Bleu Atlanta will continue to identify potential new program offerings and determine the viability of those programs.

Le Cordon Bleu Atlanta reviews annually its mission, goals, and strategies with an eye to creating, modifying, and implementing department-level action plans in support of school and corporate strategies. Presently, Le Cordon Bleu Atlanta does not plan any major changes to its organization.



3. ADMINISTRATION

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed record keeping enhances the management of the institution. In responding to the questions below, please consult Sections 3-1-300 through 3-1-303 of the *Accreditation Criteria*.

3.1. Who is the on-site administrator and what are that person's qualifications for this position?

President Glenn R. Mack is the College's chief executive officer and oversees the daily administration and supervision of the College. Individual department directors report directly to the President. Dr. Mack has the education, experience, and training necessary to lead the College, oversee operations, and manage personnel and budgets. He began working with Le Cordon Bleu in September 2005. With a background as a journalist, author, educator, and chef in the public, private, and non-profit sectors, he has a unique combination of talents well-suited to the educational environment.

Glenn earned his doctorate degree in Organizational Leadership from Nova Southeastern University, a Master's degree in International Affairs from Columbia University, and a Bachelor's of Art degree in Russian language and literature from The University of Texas at Austin. He has an Associate's degree from Texas Culinary Academy and a certificate in the culinary arts from Shaanxi New Eat Cuisine in China as well as Tashkent Culinary Institute in Uzbekistan. He is a classically trained chef, studying and working in Italy, Russia, Uzbekistan, and the United States. He has taken innumerable professional development courses he since 1995 including project management, teaching methods, curriculum design, classroom management, public speaking, editing, digital imaging, and educational management, to name a few.

In 1997, he co-founded the Culinary Academy of Austin in Texas, where he served as Director of Education for seven years. He also has more than six years of experience in higher education as a project director and consultant for The University of Texas at Austin. Mr. Mack regularly attends and presents at culinary and culinary education conferences and workshops to stay current with industry trends. He has had leadership positions in both the American Culinary Federation (ACF) and International Association of Culinary Professionals (IACP), where he currently serves on the Board of Directors.

After seven years in the TIME photo department in Moscow and New York, Glenn left journalism for research on the Silk Road. In 1995, he moved to Uzbekistan for a year of research on Central Asian culinary culture. While there, he authored *Uzbek Cuisine*, contributed to *Lonely Planet's Central Asia Travel Guide*, and translated *Cuisine of Central Asia and Kazakhstan*. His most recent book is *Food Culture in Russia and Central Asia*. He has trained in the Culinary Arts in China, Uzbekistan, Russia, Italy, and the USA. In 1997 Glenn founded the Historic Foodways Group of Austin. With almost 20 years of supervisory experience in international settings, he is able to handle the pace in a large college and balance the variety of demands by staff and students.

3.2. How does the administration provide for continuous evaluation of the following functions:

a. Programs of study

Le Cordon Bleu Atlanta requests and analyses multiple stakeholders input in evaluation of its program of study. The three major stakeholders are: 1) our parent company, Career Education Corporation; 2) students, past, present and future; and 3) the employers of our graduates. There exists a strong relationship between the local campus, the culinary business unit and Career Education Corporation that allows for many perspectives and deep evaluation. Career



Education Corporation looks at programs from the top-down focusing business efficiencies and student outcomes. Student evaluation of programs is evident from the outset in the demand of programs. The market economy allows Le Cordon Bleu Atlanta to clearly understand its programs demand. Enrolled students have the opportunity at the end of each course to evaluate the course they have just completed, and the faculty member under whom they were working. Graduates of Le Cordon Bleu Atlanta programs are regularly surveyed for outcomes and satisfaction. Finally, employers are an integral part of the process of constant development of Le Cordon Bleu Atlanta programs through: 1) Participation in Advisory Boards; 2) Participation in on-campus Job Fairs; 3) Employer surveys of both externship programs and long-term employment; and 4) Third party surveys of employers organized by Career Education Corporation.

The College relies on a Program Advisory Committee that reviews and evaluates the program on a regular basis to assure that the program and faculty meet the most current training objectives in the hospitality industry. It also seeks the input of current industry experts, former culinary colleagues and its corporate partners to insure appropriate program objectives are maintained

The institution evaluates its programs of study on an ongoing basis. Ultimately, the institution's placement and retention rates drive the evaluation of each program. Student evaluations of courses take place at the completion of each term and provide a forum for student voices regarding the program of study.

Lead Instructors and faculty have appropriate degrees, as well as professional credentials, in their respective fields. These individuals meet with professionals from the field in the form of advisory board panels to improve the educational program and update the curriculum.

b. Student activity programs

The student services provided through the College are comprehensive in nature in that, throughout their time in the school, each department responsible for student services is available and constantly working towards providing additional resources and educating the student for greater success. We have three institutional surveys per year, three Net Promoter score surveys per year, and course/instructor surveys every six weeks to continuously monitor the effectiveness of student services. Evaluation of each activity is based on the level of student participation and student feedback regarding the activities.

c. Guidance services

The College evaluates the effectiveness of guidance services through the assessment of retention rates, tutoring, and attendance records.

d. Financial aid services

Le Cordon Bleu Atlanta evaluates financial aid services annually. To meet the requirements of Title IV funds administration established by the U.S. Department of Education, Almich and Associates, an independent accounting firm, conducts and submits yearly audits of the functions in financial aid. Financial aid staff receives training throughout the year to ensure that they understand changes in federal regulations.

Financial planning and budgeting is the primary focus of the Student Accounts department. The department meets with students as necessary to review their current financial status within



the school. Workshops and additional resources are provided to help students better handle their finances and prepare for their futures.

The financial aid operation has been relocated remotely to the corporate headquarters in Chicago, IL. Financial Aid goes through a series of audits throughout the year that provide for continuous evaluation. All audits are conducted to assure that the area is complying with all rules and regulations to assist in developing alternative methods of conducting business.

e. Instructional procedures

The College monitors instructional procedures through student evaluations of each faculty member each term. The Director of Education and Lead Instructors examine the student evaluations and share the results with the faculty member. Le Cordon Bleu Atlanta evaluates instructional methodologies through classroom observation performed by at least one faculty peer, Lead Instructor, or the Director of Education. New hires are observed twice in the first year, once during their first term, and once within the following six-month period. Returning faculty members are observed annually. The College conducts annual performance reviews for all faculty members.

On-going evaluation of classroom skills occurs through regular review of student end of course surveys, classroom observations, peer reviews and general student satisfaction surveys. The Director of Education reviews the surveys and discusses them with instructors and takes corrective action when necessary.

Faculty members are assessed regularly through announced and unannounced classroom observations and regular student course surveys. A formal evaluation is completed annually, with a semi-annual review to determine progress and attainment of goals. Faculty members with deficiencies are addressed by school administrators to determine an action plan for improvement. Faculty members are typically assigned to take on-ground or online classes dealing with the situation that has been identified

f. Instructional resources

Industry trends and recommendations from the program advisory boards determine instructional resources. Instructional resources include trade publications, web site access, DVDs, magazines, and other learning and teaching material. Classroom tools, which include textbooks, software, and coursework, are evaluated through educational outcomes, course evaluations completed by students, observations, and research of educational and industry trends. The Regional Librarian, in collaboration with faculty, is responsible for the evaluation and procurement of resources to support each academic program. Library materials are selected to support the curricula of the College with regular monthly acquisitions spread among all academic programs. The Regional Librarian works in conjunction with faculty to select materials which are accurate, current, and relevant. Similarly, the college strives for a balance across areas of instruction and formats of materials. Materials are available in a variety of formats (print, video, and on-line) to meet different user needs and include books, pamphlets, clippings, posters, menus, periodicals, videos, and Internet-based resources. The Director of Education is responsible for the evaluation and procurement of resources to support each academic program.

3.3. What evidence is on file to verify degrees of professional staff whose degrees are listed in the catalog?



For those faculty members listed in the catalog, official transcripts are kept in their personnel files located in the culinary management office. A routine part of the hiring process of faculty members is to conduct a background check, with new employee authorization, to validate information provided in the employment process. In addition, a careful evaluation of all academic transcripts is done to ensure that education qualifications have been met as required for earned degrees and credit hours. Official transcripts from all previous college work must be received before an instructor is allowed to teach. Le Cordon Bleu Atlanta requires official documentation in the following areas:

- Verification through background check of previous employment and work experience
- Professional references which attest to prior practical work experience, training, along with skills and professionalism
- On-file official copies of college transcripts in each faculty member's personnel file
- On-file official copies of certifications, licenses in each faculty member's personnel file

3.4. What records are kept relative to the following areas:

a. Financial aid activities

The financial aid office keeps financial aid documents, including FAFSA results, entrance counseling, exit counseling, authorization forms, verification documents, award letters, loan documents, and payment plans. They are kept in either electronic or hard copy format. To track the students' progress in CampusVue (the College's student database system), the financial aid office also keeps records of all comments and contacts arising from communications with each student.

Official financial records of previous students are maintained electronically in the permanent electronic records of the school. Currently the paper records are maintained for a minimum of five (5) years past graduation or withdrawal date, in fireproof cabinets.

The following is a list of records that, if applicable will be found in every students financial aid file: Estimated financial plan, budget sheets, dated award letter, class schedule, living expense program criteria, living expense request letter, student budget for living expenses, Parent Plus results, alternative loan results, verification worksheet(s), signed copies of student/spouse and/or parent tax returns, entrance/exit interviews, VA Chapter 30 application and/or certification, VA form DD214, 22-1990, and/or certification, scholarship information, enrollment agreement.

b. Admissions

The following is a list of records that, if applicable will be found in every student file: Enrollment Agreement, application, copy of application fee receipt, release of liability, Student Information Record, acceptance letter, high school or GED transcript, official college transcript, and signed student disclosure.

The enrollment coordinator obtains copies of all proof of graduation and those documents are scanned to central processing and files are audited by admissions and academic. Copies of these documents for any student who starts school are maintained in the registrar's office. Cancelled students documents are kept on-site for one year and off-site for an additional 5 years. When the student completes the enrollment process, they receive a copy of the signed enrollment agreement for their records. All translation or evaluation is used from an approved NACES facility. If the documents need to be translated, translation services can be requested



from either of these transcript evaluators. There are no admissions tests that would waive the need for an equivalent to a US HS diploma.

c. Curriculum

The College maintains a master course outline (MCO) for every course. In addition, a detailed syllabus is developed and maintained for each class, and an academic credit analysis (ACA) is maintained for each program. The College's program curriculum and instructional outline/syllabi are developed by the Culinary Division education leadership. Copies are kept electronically on a shared drive on a secure server for the academic department.

The instructional outline/syllabi are consistent for all courses offered with respect to format and required content. The curriculum is designed specifically to prepare students for employment in the international hospitality industry. Since the program is culinary and hospitality in nature relevant industry standards are essential with research and evaluation conducted with potential employers in the culinary/hospitality industry.

d. Guidance

Satisfactory Academic Performance (SAP) is conducted quarterly and records are maintained in a SAP binder by the Registrar summarizing who and when the advising was conducted. Individual plans and documentation are maintained in the student's academic file. The documentation of student sessions is recorded as follows:

- Satisfactory Academic Performance
- Academic Advising Form
- Incident Reports
- Progress reports
- Every 6 weeks grades are posted, depending on session length
- Notify Students in writing if failure.
- Schedule Academic Advising Session
- Every 12 weeks there is a Quarterly Review of Student Academic a performance.
- Academic Advising Session with the Academic Department to create a Plan of Action.

The Career Services Department conducts an exit interview with each graduate. Confirmation of job employment information is conducted by contacting the identified employer and confirming the information provided by the student (graduate). This information is then placed in the student information database.

e. Library or instructional resources

The Regional Librarian maintains an inventory of library resources that is updated as materials are acquired. The Facilities/IT Manager maintains an inventory of all computers and audiovisual equipment. Library materials are selected to support the curricula of the College with regular monthly acquisitions spread among all academic programs. The Regional Librarian works in conjunction with faculty to select materials which are accurate, current, and relevant. Similarly, the Regional Librarian strives for a balance across areas of instruction and formats of materials. Requests and recommendations for materials are solicited and submitted in writing or via email. New materials are acquired in anticipation of emerging classes. Materials are available in a variety of formats (print, video, and on-line) to meet different user needs and include books, pamphlets, clippings, posters, menus, periodicals, videos, and Internet-based resources.



The Library Resource Center is allocated an annual budget through which materials are added regularly. New resources are acquired on an on-going basis in response to faculty and student requests, needs identified by the Regional Librarian, and recommendations published in industry review resources. Materials are added in all media, including books, periodicals, videos, and pamphlets. Subscription databases in the CECybrary are also evaluated regularly with new resources added throughout the year.

f. Instructional supplies and equipment

Le Cordon Bleu Atlanta's Education Department maintains records of instructional supplies and equipment needed for classroom use. According to the type of instructional supply or equipment, the Director of Education or Leads maintain these items. The College's facilities department maintains furniture, furnishings, and equipment. The records include inventory, as well as maintenance data.

The College relies on a Program Advisory Committee that reviews and evaluates the program on a regular basis to assure that the program and faculty meet the most current training objectives in the hospitality industry. It also seeks the input of current industry experts, former culinary colleagues and its corporate partners to insure appropriate program objectives are maintained.

The College regularly attends trade shows and business seminars that keep the management and academic staff up to date on materials and equipment and the College also subscribes to a number of trade related periodicals that also assist in this determination. Our ACF accreditation visits and PAC members also comment on our equipment during their visits.

The College consults with experts in the industry to determine that the instructional materials and equipment are sufficient in quantity, as well as keeping internal inventory records of equipment and materials. The Academic Department works closely with Admissions to insure that quantities of training material are sufficient to meet student needs and training objectives.

The College follows current OSHA standards and uses NSF Approved equipment to provide properly maintained equipment with proper safety devices to students in the program. The College maintains Equipment Operational Safety Manuals that outline how the equipment is to be used safely and properly. The College also has a Preventative Maintenance Contract with Atlanta Refrigeration-PM for refrigeration and ice machines and Chef Mechanic-PM for kitchen equipment to insure equipment is maintained according to the manufacturer's specifications.

g. School plant

School plant records include copies of blue prints and mechanical drawings, inspection records, machine leases or contracts, disaster plans, incident reports, occupancy permits, inventories, machine leases or contracts, and maintenance and repair records.

The school's facility measures 60,000 square feet. The College has ten kitchens: five for production, four for demonstrations, and one for the restaurant Technique. We also have seven lecture rooms, a computer lab, and a library. In 2010, we added three new classrooms within our existing space and expanded two demonstration kitchens to production kitchens.

Additional space for offices, storage, and student break areas were added. We are planning on adding an additional classrooms and storage space for 2014.



All Inspections confirm that our facility meet fire, safety, and sanitation standards that are required by regulatory authorities. As our facilities are leased, we are inspected regularly by banks, property managers, and property owners. We are also inspected annually by DeKalb County Fire department, which is usually unannounced since it is setup through the property management company TPA Realty.

h. Faculty and staff

Le Cordon Bleu Atlanta maintains records for faculty and staff, including information regarding employment, payroll information, benefits information, pre-employment information, signed acknowledgements, training certificates, and the Data Sheet for Staff and Faculty Members. Employment information includes items such as offer letters and performance reviews. Payroll information includes items such as tax forms, any direct deposit forms, applicable salary change forms, and any garnishment information. Benefits information might include items such as applicable tuition assistance paperwork or applicable family status change forms. The records in an employee's personnel file also depend on the types of benefits in which the employee has enrolled or is participating. The College also maintains for staff and faculty I-9 forms, personal data forms, signed job descriptions, resumes, performance reviews, Equal Employment Opportunity forms, and veterans declaration forms.

Faculty files include transcripts for all degrees listed, a Faculty Development Plan and supporting documentation, faculty observations, and applicable certifications.

The College keeps records on training, online professional development, in-service activities, qualifications, employment files, course and instructor surveys, and faculty and staff meetings. The College has emphasized continuous improvement for faculty and administrative staff through ongoing, continuous communication and training. Faculty members and the staff of the academic department meet regularly to review various policies and procedures to ensure consistency in application and understanding throughout the college. Faculty meets weekly to review information, partake in various training activities and planning sessions.

Additional In-service training has been scheduled with an activity encompassing team building exercises as well as class room management training by experienced educators. Additionally, faculty development has been enhanced with CEE/Max Knowledge online sessions. All faculty members have completed three sessions in 2020 and are scheduled to complete three in 2013. These sessions were developed especially for culinary educators and focus on teaching techniques, instructional methods, dealing with diversity, curriculum and student relations.

On-going evaluation of classroom skills occurs through regular review of student end of course surveys, classroom observations, peer reviews and general student satisfaction surveys.

i. Student activities

Documents maintained by Le Cordon Bleu Atlanta regarding student activities might include copies of fliers or promotions, sign-in sheets or participant information, photographs, articles, and the like that are related to the events. These documents are housed in the Student Resource Center or with the Lead Instructors.

j. Student personnel

The College maintains employment records for student personnel that includes the following information: hiring, compensation and benefits, and work performance information.



k. Campus Accountability Reports

The College maintains a copy of the submitted campus accountability report (CAR) and reports from its database, Campus Vue, which supports the data reported on the CAR. The College maintains this information (campus to specify one or the other) electronically or in a binder for reference.

3.4.1 Describe how student files are maintained and organized. If students records are maintained electronically, describe the system.

The College organizes its student files electronically in the its secure student database, CampusVue, and in hard copy format. The school maintains records in electronic format in Campus Vue, including grades, attendance, financial aid and account information, personal contact information, and materials concerning student student advisement matters. Student hard copy files are stored in alphabetical order in file cabinets. Each student has an individual file folder that may contain their original enrollment agreement, academic advisement records (for students on Satisfactory Academic Progress notation), course schedule change documentation, internship/externship documentation (if applicable), transfer and proficiency credit documentation, and copies of correspondence sent to students.

Student Records are maintained in fireproof cabinets by the Registrar and Career Services Offices. In addition, all data is permanently stored electronically on corporate servers with redundant backups. A process is currently in place for financial documents to be scanned and permanently stored in this manner as well. Scanning of the permanent academic student file began in late 2010 to reduce the need for paper storage of these permanent records.

An official transcript is maintained electronically for each student. The transcript provides a complete record of all course grades and credits earned. Le Cordon Bleu College of Culinary Arts in Atlanta will supply official transcripts to whomever the student or graduate designates. Official transcript records of previous students are maintained electronically in the permanent electronic records of the school. Currently the paper records are maintained for a minimum of five (5) years past graduation or withdrawal date, in fireproof cabinets.

3.5. If applicable, what specific testing records and academic and career advising records are maintained by the campus for students admitted under an ability-to-benefit determination? Insert the analysis of the campus study evidencing the relationship between admissions test cut-off scores and successful academic or employment outcomes.

Not applicable. The College does not admit ability-to-benefit students.

3.6. What procedures are used to obtain evidence of high school and/or college graduation or equivalency certificates with scores?

The procedure used to obtain evidence of high school and/or college graduation or equivalency involves the submission of transcript request forms to the College where the records are located. . Enrolled students may also provide evidence of high school graduation or equivalency directly to Le Cordon Bleu Atlanta. For transcripts used by the insitution to evaluate the transfer credits, Le Cordon Bleu Atlanta requests that official transcripts be sent to the school.

The enrollment coordinator obtains copies of all proof of graduation and those documents are scanned to central processing and files are audited by admissions and academic. Copies of these documents for any student who starts school are maintained in the registrar's office. Cancelled students documents



are kept on-site for one year and off-site for an additional 5 years. When the student completes the enrollment process, they receive a copy of the signed enrollment agreement for their records.

All foreign documents are sent to either Educational Perspectives or Joseph Silney for evaluation. If the documents need to be translated, translation services can be requested from either of these transcript evaluators. There are no admissions tests that would waiver the need for an equivalent to a US HS diploma.

3.6.1 Describe the procedures in place to verify that the credential earned is from a recognized/legitimate institution and not from a “diploma mill.”

If the College has reason to believe that a diploma or other proof of high school graduation is not valid or was not obtained from an entity that provides secondary school education or its equivalent, the U.S. Department of Education requires the school to review the diploma or other POG. Upon receipt of the evidence of high school and/or college graduation or equivalency certificates, the Associate Registrar reviews for legitimacy. CEC’s Regulatory Operations Academy provides training to these individuals about POG requirements. In addition, CEC maintains a Sharepoint site that houses lists of unacceptable and acceptable Colleges:

These lists are not all-inclusive, and those institutions not on one of these lists will be reviewed for validity. Any employee who is uncertain if a high school diploma meets the criteria for high school graduation must submit their inquiry and supporting documentation about an College for review on Sharepoint.

The Sharepoint site also houses additional POG Review Resources such as FAQ’s, a POG Manual, and an institution review checklist.

These lists are not all-inclusive, and those institutions not on one of these lists will be reviewed for validity. Any employee who is uncertain if a high school diploma meets the criteria for high school graduation must submit their inquiry and supporting documentation about an institution for review on Sharepoint.

The Sharepoint site also houses additional POG Review Resources such as FAQ’s, a POG Manual, and an institution review checklist.

3.7. What grading system does the campus employ to indicate student progress?

The following is the grading system utilized by Le Cordon Bleu Atlanta. It is located on page 111 of the school catalog: Grade reports are available to students online through the Student Portal at the completion of each (module,). Course grades are based on the quality of work as shown by written tests, laboratory work, papers, and projects as indicated on the course syllabus. Earned quality points are calculated for each course by multiplying the quality point value for the grade received for the course times the credit hour value of the course. For example, a 4.0 credit course with a grade of ‘B’ would earn 12.0 quality points [credit value of course (4) times quality point value of ‘B’ (3)]. The

Cumulative Grade Point Average (CGPA) is calculated by dividing the total earned quality points by the total credits completed:

**GRADE SCALE**

Letter Code	Description	Included in Credits Earned	Included in Credits Attempted	Included in CGPA	Quality Points
A	A	Yes	Yes	Yes	4.00
B	B	Yes	Yes	Yes	3.00
C	C	Yes	Yes	Yes	2.00
D	D	Yes	Yes	Yes	1.00
F	F	No	Yes	Yes	0.00
I	Incomplete	No	Yes	No	n/a
W	Withdrawn	No	Yes	No	n/a
AU	Audit	No	No	No	n/a
P	Pass	Yes	Yes	No	n/a
TC	Transfer	Yes	Yes	No	n/a
PR	Proficiency Credit	Yes	Yes	No	n/a
L	Leave of Absence	No	No	No	n/a

3.7.1. What is the unit of credit (semester, quarter, or trimester) used or clock hour?

The unit of credit used at LCB is the quarter credit hour.

3.7.2. How does the campus ensure that a transcript is maintained for each student?

An official transcript is maintained indefinitely in a live electronic file located in the College's Campus Vue database. It is fully accessible in either an official or unofficial capacity. A printed official transcript is maintained in the student's file upon graduation.

Student files that are currently being utilized as well as graduate and withdrawn are stored in the designated file room. The individual file cabinets and the file room are always locked except when being used. The file room is safe from theft, fire, or other possible loss. Career Education Corporation in Schaumburg, IL completes daily backup of all CampusVue files. The local area network is backed up daily and stored by the Information Technology department. Only IT personnel has access to the IT office which remains locked when no one is present. Weekly backups are performed on Mondays and the backup files are stored safe in two separate offsite locations.

3.7.3. How is the grading system explained on the student's transcript? Is it consistent with the campus catalog?

The grading scale and catalog language are printed on the back of the student's official transcript. Grade reports are available to students on the student portal at the completion of each 6 week block. Grades are based on the quality of work as shown by written tests, lab work, term papers, and projects as indicated on the course syllabus. Earned quality points are calculated for each course by multiplying the quality point value for the grade received for the course times the credit hour value of the course. The Cumulative Grade Point Average (CGPA) is calculated by dividing the total earned quality points by the total credits completed. Le Cordon Bleu College of Culinary Arts in Atlanta utilizes a quarter credit based system. One quarter credit is awarded for 10 hours of lecture, 20 hours of lab, and 30 hours of externship, or



any combination thereof. A grading key is included on the back of all official transcripts to explain what grading system was being used at the time the student attended.

AUTHENTICITY

An official transcript displays the Le Cordon Bleu seal and the Registrar's signature. When photocopied, the word "COPY" should appear across the face of the document and will not be considered official. All transcripts provided directly to the student, whether official or unofficial, will be clearly marked "Issued to Student".

<i>Included in Letter Code</i>	<i>Description</i>	<i>Included in Credits Earned</i>	<i>Included in Credits Attempted</i>	<i>CGPA</i>	<i>Quality Points</i>
<i>A</i>	<i>A</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>4.00</i>
<i>B</i>	<i>B</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>3.00</i>
<i>C</i>	<i>C</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>2.00</i>
<i>D</i>	<i>D</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>1.00</i>
<i>F</i>	<i>F</i>	<i>No</i>	<i>Yes</i>	<i>Yes</i>	<i>0.00</i>
<i>I</i>	<i>Incomplete</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>n/a</i>
<i>W</i>	<i>Withdrawn</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>n/a</i>
<i>AU</i>	<i>Audit</i>	<i>No</i>	<i>No</i>	<i>No</i>	<i>n/a</i>
<i>P</i>	<i>Pass</i>	<i>Yes</i>	<i>Yes</i>	<i>No</i>	<i>n/a</i>
<i>TC</i>	<i>Transfer</i>	<i>Yes</i>	<i>Yes</i>	<i>No</i>	<i>n/a</i>
<i>PR</i>	<i>Proficiency Credit</i>	<i>Yes</i>	<i>Yes</i>	<i>No</i>	<i>n/a</i>
<i>L</i>	<i>Leave of Absence</i>	<i>No</i>	<i>No</i>	<i>No</i>	<i>n/a</i>

- 3.8. How are records and reports (e.g., student, staff, financial) housed so that they are safe from theft, fire, or other possible loss?

Student academic files are kept in locked, fire safe filing cabinets at Le Corodon Bleu Atlanta. Only the Associate Registrar and other key members of management have access to the files.

Staff human resources files are housed outside the President's office in locked cabinets. Only authorized individuals have access to the files.

Faculty files are housed in locked, fire safe cabinets in the Assocaite Registrar's office. Only academic leadership has access to the files.

Financial aid files for current students are kept in locked, fire safe file cabinets in the Business Office. Only FA and the BOM have access to the files.

Graduates and withdrawn student files are kept in a locked storage file room where only financial aid personnel have access to the files.

Student, faculty, and staff files which are no longer active are maintained at an offiste location via Iron Mountain.

The College maintains a sprinkler system in the event of a fire.



3.8.1 If the campus utilizes computerized record keeping, what are the back-up procedures?

CEC backs up daily (in the evening) the entire CampusVue database for all of its ground and online institutions. These full backups are saved for 2 days on disk. at which time the files are saved to tape and retained indefinitely.

In addition, there are transaction log file backups that are saved every fifteen minutes. These transaction files allow the College to recover the CampusVue database to a specific time.

3.9. How long are student records maintained by the campus?

The College maintains student records, inactive files, and student transcripts indefinitely.

Le Cordon Bleu Atlanta follows the corporate record retention policy for all records and maintains student transcripts indefinitely. Student records are maintained indefinitely for Graduates, Withdrawn students, and Active Students. Files are kept on campus for 2 years and sent to an offsite storage facility after that time.

3.10. Describe any plans for improvement in the administration.

Le Cordon Bleu Atlanta has key management team members in place and the school focuses on continuing education both for the employee and student. The institution participates in appropriate professional development training activities hosted by Career Education Corporation, the United States Department of Education, guarantors, lenders or any other appropriate organization. In addition, training opportunities are made available through in-service training. Career Education also provides tuition reimbursement assistance for employees continuing their college education.



4. RELATIONS WITH STUDENTS

An institution's methods of attracting and retaining students often are subject to scrutiny and are of considerable concern to the public, to other educational institutions, and to the Council. An institution's recruitment efforts should be devoted to locating and informing students, in a professional and dignified manner, who the institution can best serve. Recruiting practices contribute to an institution's image. Each institution also should strive to ensure that its financial relations with students reflect the highest ethical standards and are in conformance with all state and federal laws and regulations. Each institution is required to develop a program of student personnel services that is consistent with its stated mission. Such services should support the educational program and reflect the institution's concern for the welfare of the student. In responding to the questions below, please consult Sections 3-1-400 through 3-1-442 of the *Accreditation Criteria*.

ADMISSIONS AND RECRUITMENT

4.1 What is the admissions policy?

Le Cordon Bleu College of Culinary Arts Atlanta admissions policy is located on pages 89-92 of the Le Cordon Bleu College of Culinary Arts and California Culinary Academy 2013 - 2014 Catalog.

Admissions Policy

Students should apply for admission as soon as possible in order to be accepted for a specific program and start date. All applicants are required to complete a personal interview with an admissions representative, either in person or by telephone, depending upon the distance from the school. Parents and/or significant others are encouraged to attend. This gives applicants and their families an opportunity to see and learn about the school's equipment and facilities and to ask questions relating to the school's curriculum and career objectives. Personal interviews also enable school administrators to determine whether an applicant is a strong candidate for enrollment into the program.

In addition, each applicant must:

- Complete an Application form
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, applicable enrollment documents must also be signed by a parent or guardian)
- Possess a standard high school diploma or recognized equivalent, or completion of a home education program pursuant to the requirements of the state of residence
- Sign a request for high school or GED transcript (and official college transcripts, where applicable)
- Pass the Wonderlic Exam
- Complete financial aid forms (if applicant wishes to apply for financial aid)
- Pay the application fee (non-refundable unless applicant is denied admission or cancels application within three [3] business days of the school's receipt of the application and fee)

The school reserves the right to reject applicants if the items listed above are not successfully completed.

4.1.1 Does the policy differ based on the credential awarded or program of study?

The admission policy does not differ based on the credential be awarded.



4.1.2 Explain how the admissions policy adheres to the institution's mission.

The admission policy adheres to the institutions mission by providing quality career education that integrates the classic culinary curriculum of Le Cordon Bleu in combination with modern technology and innovation in global cuisine. Applicants are expected to show a high degree of motivation and ambition. It is important that they understand the demands of this career: the physical, intellectual, and artistic requirements needed for success. A positive attitude, love of cooking, and energetic approach are viewed as additional requirements.

4.2 If applicable, what is the admissions policy regarding enrollment of ability-to-benefit students?

Le Cordon Bleu Atlanta does not admit ability-to-benefit students.

4.3 What records are maintained by the campus to reflect the basis for the admission of each student?

An admissions file is created for each student. The file contains the application, signed Enrollment Agreement, application fee receipt or ledger card, student information record (which documents the personal interview), proof of high school graduation or GED and disclosure forms.

4.4 Describe the student recruitment program.

Le Cordon Bleu Atlanta admits students without regard to race, gender, sexual orientation, religion, creed, color, national origin, ancestry, marital status, age, disability, or any other factor prohibited by law. Students are recruited from the metro Atlanta area as well as the Southeast Region of the US. We do receive applications from students in other parts of the US; however we do not actively recruit in these areas. Le Cordon Bleu Atlanta also partners with Le Cordon Bleu Central on recruiting students that live outside of a 70 mile radius. The model routes National and Specialty leads, beginning with the leads from our campus, to a central team based in the Chicago area. The campus uses a mix of media including television, newspaper, internet and direct mail to recruit students.

The student recruitment program starts with leads generated by marketing expenditures, including television commercials, Internet advertising, direct mail, high school presentations, and specialty events. Prospective students then contact the institution in response to the advertising; in the case of a high school presentation, the high school student fills out an information card requesting additional information.

When the institution receives this information, an Admissions Representative contacts the prospective student to set up an appointment for a personal interview. During the interview process, the Admissions Representative gives the prospective student a tour and explains the courses and features of program(s) in which the prospective student is interested. This is an opportunity for the prospective student to decide whether to enroll and for the Admissions Representative to determine the prospective student's commitment level. If the student decides to enroll, the prospective student then completes and signs the required admissions documents (as stated in the catalog).

Throughout the enrollment period, the institution works to keep prospective students connected to it. This effort consists of constant communication between the future student and different departments at the institution. Although the Admissions Representative remains the primary contact, student finance, program advisors, and academic staff may also communicate with the future student. The objective is to ensure that the future student completes the admission and enrollment requirements. During this process, the institution expects the future student to complete a student financial package, as well as prepare to start the chosen program of study.

4.5 Describe how admissions representatives are trained, compensated, and monitored.



Admissions Representatives at Le Cordon Bleu Atlanta receive ongoing training and attend product information sessions in order to maintain their knowledge about the programs offered, services, and opportunities available to students while attending the school and upon graduation. This training focuses on areas of product knowledge, proper telephone procedures, setting and confirming appointments, computer and flip chart presentations, proper interviewing techniques, enrollment procedures, follow-up activities, problem solving, and school operations. Training occurs during informal sessions with the Director of Admissions, senior representatives, or during scheduled weekly training sessions.

Admissions Representatives are compensated based on experience and paid a salary/hourly wage. CEC and Le Cordon Bleu Atlanta does not permit bonuses or commissions. Although an employee's performance is continually reviewed, an official performance review occurs annually. If warranted, merit increases are made at this time. Outside of the annual review, other merit adjustments during the year are made as a result of changes in position. All Admission Representatives report to a Director of Admissions and consent to periodic monitoring of the admissions process.

Potential Admissions Representatives are typically screened by a CEC Recruiter in Chicago after position is approved and the position is posted. Representatives are first interviewed by the Admissions Management team and then by the Campus President. All candidates' credentials are submitted for background checks. Representatives are selected based upon their prior experience in admissions or related fields and education.

All new representatives receive a 2 week on-boarding and training that includes computer based training, orientation, program training, catalog knowledge and script usage. Representatives are monitored on a regular basis. Telephone observations are conducted monthly and interview observations quarterly. These observations are conducted by the managers and senior representatives. Additionally the corporate trainers and admissions managers provide ongoing training on the use of scripts and admission do's and don'ts. After a student is enrolled a second interview is conducted by a manger to ensure that no unethical practices or promises have been made to potential students. Additionally all enrollment agreements required students to sign and agree to all the information found on the student disclosure form.

The admissions coordinator reviews the student information record forms completed at the time of each student interview. Admissions representatives are evaluated on a regular basis by the director of admissions, using scorecards charting their performance.

4.6 Describe the policies and procedures regarding incoming transfer of credit.

Transfer of Credit to Le Cordon Bleu: Students who previously attended an accredited College or University recognized by the U.S. Department of Education may be granted transfer credit, at the sole discretion of Le Cordon Bleu College of Culinary Arts or California Culinary Academy. Courses taken at the previous institution must be determined by Le Cordon Bleu College of Culinary Arts or California Culinary Academy to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts or California Culinary Academy. In addition, Le Cordon Bleu College of Culinary Arts or California Culinary Academy must determine that those courses are applicable to their program of study at Le Cordon Bleu College of Culinary Arts or California Culinary Academy. Only courses in which the student earned a grade of 'C' or above will be considered for transfer. Students seeking to transfer credit are responsible for having official transcripts forwarded to Le Cordon Bleu College of Culinary Arts or California Culinary Academy for review. Students may also be required to submit a school catalog. Students must petition for transfer credit with the Associate



Registrar as soon as possible after admission. It is recommended that all prior coursework be submitted prior to matriculation, but no later than the end of registration for the student's first block of study. Students who receive transfer credit will have the program tuition charge pro-rated based upon the remaining number of credits the student must earn in order to graduate. The Business Office will make the appropriate tuition adjustment.

4.6.1 Where are these policies and procedures published?

Le Cordon Bleu Atlanta publishes its transfer of credit policies in the *Le Cordon Bleu College of Culinary Arts and California Culinary Academy 2013 - 2014 Catalog* at page 109.

4.6.2 Describe any articulation agreements with other institutions.

Articulation Agreements: An Articulation Agreement exists between Le Cordon Bleu College of Culinary Arts in Atlanta and Le Cordon Bleu College of Culinary Arts in Scottsdale. This agreement is a collaboration between the Associate Degree in Culinary Arts offered by Le Cordon Bleu College of Culinary Arts in Atlanta into the Bachelor of Arts in Le Cordon Bleu Culinary Management at Le Cordon Bleu College of Culinary Arts in Scottsdale.

4.6.3 Describe where the campus publishes a list of institutions with which it has established the agreements.

Not Applicable

4.6.4 Describe the process for notification to students of the articulation agreements and the transferability of credits in the programs that are offered.

Students are notified of the articulation agreement and transfer of credit in the Enrollment agreement and the *Le Cordon Bleu College of Culinary Arts and California Culinary Academy 2013 - 2014 Catalog*.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

4.7 Who administers the standards of satisfactory academic progress (SAP) for the campus and what are this individual's qualifications to administer SAP?

The Associate Registrar administers the standards of Satisfactory Academic Progress (SAP) for Le Cordon Bleu Atlanta. The Associate Registrar and Director of Education, together with the SAP Advisory Committee, monitors and administers the standards of SAP for Le Cordon Bleu Atlanta. The Associate Registrar is Renee Wilson and her qualifications are 9 years of Registrar office experience, 6 years as Registrar, and she holds a Bachelor of Business Administration in Marketing and Management from Western Michigan University. The Associate Registrar is located at the campus and works with the Regional Director Registrar, Mitchell Hecht to accommodate students with registration and status change requests such as leave of absence, withdrawal and reentry. The registrar, in conjunction with the Director of Education, monitors the standards of satisfactory academic progress. Satisfactory academic progress is reviewed at the end of each 12-week block after grades have been posted to determine if the student's CGPA is in compliance as well as achieving the minimum 67% rate of progression for all credits attempted.

4.8 How does the campus determine if a student is making satisfactory progress according to the policy?

On a regular basis, the institution calculates SAP through the student information system, CampusVue, using the published SAP tables. The system determines if the student is making progress to



completion. Le Cordon Bleu Atlanta also uses reports from within CampusVue to determine the students that fall into each SAP category.

Students who are having difficulty will be paired with a tutor to assist in achieving their goals. Additional support will be provided with regular advising sessions with their Faculty Advisor, Instructors, and the academic department. Students on Warning or Probation must participate in academic advising as deemed necessary by the College as a condition of their academic monitoring. Students who fail to comply with these requirements may be subject to dismissal even though their CGPA or rate of progress may be above the dismissal levels.

Student advising records are maintained in individual binders kept by faculty advisors and reviewed every six weeks by lead instructors. In addition, Satisfactory Academic Performance (SAP) is conducted quarterly and records are maintained in a SAP binder by the Registrar summarizing who and when the advising was conducted. Individual plans and documentation are maintained in the student's academic file. The documentation of student sessions is recorded as follows:

- Satisfactory Academic Performance
- Academic Advising Form
- Incident Reports
- Progress reports
- Every 6 weeks Grades are posted, depending on session length
- Notify Students in writing of course failure.
- Schedule Academic Advising Session
- Every 12 weeks there is a Quarterly Review of Student Academic a performance.
- Academic Advising Session with the academic staff to create a Plan of Action.

All students are monitored closely and consistently, as every six weeks a comprehensive report is completed to evaluate cumulative GPA and rate of progression. These two key performance indicators allow staff to be cognizant of potential SAP issues and to also immediately notify, counsel and assist students who may be struggling with coursework and classroom objectives. Assistance is given through appropriate action items such as tutoring, one-on-one time with a faculty member or a mentor, to ensure success in current and future courses. By maintaining the consistent six week evaluations, Le Cordon Bleu is able to accurately and confidently provide students with the proper tools to succeed and ultimately graduate their respective program.

4.8.1 Who reviews the student's records and advises the student?

The Associate Registrar compiles and reviews the SAP reports for review by the Director of Education. By letter and telephone calls, Le Cordon Bleu Atlanta notifies students not meeting SAP and directs them to meet with (Associate Registrar/Lead Instructor). The institution places an academic hold students not meeting SAP and releases the hold after the student has completed the academic advising process. For instances where the institution has dismissed the student but the student has appealed and obtained reinstatement, the student must meet with the Academic Advisor during the following term.

4.8.2 Who monitors probation?

The Director of Education advises students placed on probation and warning. The academics team, including associate registrars and lead instructors, monitors student progress.

4.8.3 How is attendance verified?



Each instructor reports attendance on a daily basis, and the Associate Registrar monitors these reports. If the student has not attended classes, the student's name will appear on the Last Date of Attendance (LDA) report generated by the registrar and the Director of Education.

Each instructor reports attendance through the faculty portal each day. The portal electronically posts attendance to the portal and CampusVue. In addition, the instructor submits paper rosters on weeks 1, 2, and 10 of the term. Attendance may be verified by the instructor, registrar staff, or both.

4.8.4 How is the cumulative GPA and percentage of successful course completion verified?

The institution monitors the cumulative GPA and percentage of successful completion several times while the student attends the institution. The institution runs the SAP every 12 weeks, and the rate of progress and term and cumulative GPAs are calculated through the SAP process, resulting in a SAP Detail Report.

FINANCIAL RELATIONS

4.9 If the institution sponsors *institutional* scholarship, grant, or loan programs, describe them and provide how they are publicized.

Le Cordon Bleu Atlanta offers tuition scholarship awards to assist in the pursuit of higher education. Applicants must submit a separate application for each grant or scholarship. Scholarship applications are available from the admissions department. Information regarding scholarships and grants are published in the school catalog and on the school website and discussed with the student during the admissions process. The following grant and scholarship opportunities are available.

Scholarship information is found on pages 94-100 of Le Cordon Bleu College of Culinary Arts and California Culinary Academy 2013 - 2014 Catalog.

Le Cordon Bleu Scholarships

All applicants of the following scholarships must be enrolled full-time.

Alumni Referral Scholarship

Le Cordon Bleu offers Alumni Referral Scholarships to students who submit a letter of recommendation from an alumnus of Le Cordon Bleu. Students must have unmet financial need. Each start date, a maximum of three students at each applicable institution will be offered \$500 scholarships for their first academic year. Students will be considered for the Le Cordon Bleu Alumni Referral Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted both the Le Cordon Bleu Alumni Referral Scholarship application and their recommendation letter. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as quality of recommendation. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/ or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of 20 first-year scholarships will be awarded at each applicable institution totaling \$10,000 in Le Cordon Bleu Alumni Referral Scholarships.

Best of the Best Scholarship



Le Cordon Bleu offers Best of the Best Scholarships to students who graduate high school or college with a GPA of 3.5 or higher. Students must have unmet financial need. Each start date, a maximum of three students at each applicable institution will be offered up to \$2,500 scholarships for their first academic year. Students will be considered for the Best of the Best Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted the Best of the Best Scholarship application and their high school/college transcript. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as academic achievement. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog and maintain a GPA of 3.2 to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of 10 first-year scholarships at each applicable institution will be awarded totaling \$25,000 in Le Cordon Bleu Best of the Best Scholarships.

Foundations Scholarship

Le Cordon Bleu offers Foundations Scholarships to students who complete a 500-700 word processed essay on the topic of, "What drives your passion for the food-service industry?" Students must have unmet financial need. In both the April and the November start date, a maximum of two students at each applicable institution will be offered \$500 scholarships for their first academic year. Students will be considered for the Foundations Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted both the Foundations Scholarship application and the required essay. Applications are due by the end of the add/ drop period for each start date and awards will be based on financial need as well as quality of essay. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Le Cordon Bleu makes available a limited amount of money each year for such scholarships. Once the available funding is exhausted, scholarships will not be awarded to otherwise eligible students. For 2013, a maximum of four first-year scholarships at each applicable institution will be awarded totaling \$2,000 in Le Cordon Bleu Foundations Scholarships.

Member Scholarship

Le Cordon Bleu offers Member Scholarships to students who are members in a national student organization (SkillsUSA, ProStart, and FCCLA). Students must have unmet financial need. In 2013, a maximum of two students at each applicable institution will be offered up to \$2,000 scholarships for their first academic year. Students will be considered for the Member Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted the Member Scholarship application and supporting documentation of membership. Applications are due by the end of the add/ drop period for each start date; awards will be based on financial need as well as membership. Member Scholarships cannot be combined with any other National Student Organization Competition Scholarship. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/ or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of two scholarships at each applicable institution will be awarded totaling \$4,000 in Le Cordon Bleu Member Scholarships.



Officer Scholarship

Le Cordon Bleu offers Officer Scholarships to students who are members in a national student organization and are also an officer of SkillsUSA or FCCLA. Students must have exhausted all federal and state funding and have an outstanding tuition balance. In 2013, a maximum of two students at each applicable institution will be offered \$500 scholarships for their first academic year. Students will be considered for the Officer Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted the Officer Scholarship application and supporting documentation of membership. Applications are due by the end of the add/ drop period for each start date; awards will be based on financial need as well as membership. Officer Scholarship cannot be combined with any other National Student Organization Competition Scholarship. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/ or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of two scholarships at each applicable institution will be awarded totaling \$1,000 in Le Cordon Bleu Officer Scholarships.

SAT /ACT Accomplishment Scholarship

Le Cordon Bleu offers SAT/ACT Accomplishment Scholarships to students with SAT scores of 550 or better in Math and 550 or better in Critical Reading or ACT scores of 20 or better in Math and 20 or better in English. Each start date, a maximum of three students at each applicable institution will be offered \$1,000 scholarships for their first academic year. Students will be considered for the SAT/ACT Accomplishment Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted the Scholarship application and the required official SAT/ACT transcripts. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as SAT/ACT scores. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of 10 first year scholarships at each applicable institution will be awarded totaling \$10,000 in Le Cordon Bleu SAT/ ACT Scholarships.

Student Leader Scholarship

Le Cordon Bleu offers Student Leader Scholarships to students who graduate high school or college with a GPA of 3.2 or higher. Each start date, a maximum of three students at each applicable institution will be offered \$1,000 scholarships for the student's first academic year. Students will be considered for the Student Leader Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted both the Student Leader Scholarship application and their high school/college transcript. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as academic achievement. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog and maintain a GPA of 3.2 to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of 10 first-year scholarships



will be awarded at each applicable institution totaling \$10,000 in Le Cordon Bleu Student Leader Scholarships.

Urban Leader Scholarship

Le Cordon Bleu offers Urban Leader Scholarships to students who graduated high school or college with a GPA of 3.0 or higher, who live in the larger urban city areas* and whose parents received no postsecondary academic training. Each start date, a maximum of three students at each applicable institution will be offered \$1,000 scholarships for their first academic year. Students will be considered for the Urban Leader Scholarship once they have completed the admissions application process, have a valid Free Application for Federal Student Aid (FAFSA) on file, and have submitted the Scholarship application and supporting documents. Applications are due by the end of the add/drop period for each start date; awards will be based on financial need as well as academic achievement and commitment to service and leadership. Scholarship recipients must continue to satisfy the school's stated Standards of Academic Progress (SAP) as defined in the school's catalog and maintain a GPA of 3.0 to remain eligible for the scholarship. Scholarship applications will be evaluated as they are received. Once the maximum number of scholarships is awarded for the start and/ or for the year, no additional scholarships will be awarded for that start or year. For 2013, a maximum of 10 first-year scholarships at each applicable institution will be awarded totaling \$10,000 in Le Cordon Bleu Urban Leader Scholarships. *Contact the financial aid office to inquire about the urban city areas.

Le Cordon Bleu Scholarships for Careers through Culinary Arts Programs (C-CAP)

Le Cordon Bleu awards four (4) Full-Tuition Scholarships for the Associates Degree and four (4) Full-Tuition Scholarships for the Certificate / Diploma Program ranging from \$17,200-\$36,200 to the designated winning students of the six regional C-CAP competitions. The scholarship recipient must complete the standard admission process, apply and be accepted in the Le Cordon Bleu Culinary Arts or Le Cordon Bleu Patisserie and Baking Associate or Certificate programs at the Le Cordon Bleu campus of their choice and according to the program offering at the school of enrollment. Students must enroll within one year of the C-CAP competition or the scholarship award is forfeited. The student must also maintain a 3.0 GPA and have less than 100 hours of absences during the course of the program to retain eligibility for the scholarship. The total 2013 budget amount for the Le Cordon Bleu Scholarship for Careers through Culinary Arts Programs is \$144,800.

ProStart High School Scholarship

California Culinary Academy and for the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Los Angeles, Miami, Minneapolis/St. Paul, Orlando, Portland, Scottsdale Le Cordon Bleu offers the ProStart High School Scholarship to high school graduates who have successfully completed Level 1 (Junior Year, High school) and Level 2 (Senior Year, High school) of the ProStart curriculum. A onetime scholarship will be applied to the student's account based on the value of Culinary Foundations I. The value of the scholarship will be credited to the student's account prior to the student starting classes at Le Cordon Bleu. In the event of a student failing Culinary Foundations I the student is responsible for the cost of retaking the class. Each start date, eligible students will be offered a scholarship within the range of \$1,353 and \$1,397 which is the equivalent cost of Culinary Foundation I in the 2013 academic year. The deadline for application is the day prior to the start of classes each term. Once it is determined that available funding is exhausted, scholarships will not be awarded to otherwise eligible students. For 2013, \$139,700 has been budgeted at each applicable institution for ProStart high school scholarships. Le Cordon Bleu offers the Le Cordon Bleu ProStart



Collegiate Passport Scholarship to high school graduates who have successfully completed Level 1 (Junior Year, High school) and Level 2 (Senior Year, High school) of the ProStart curriculum. In addition, students are required to complete 400 externship hours approved by ProStart which will entitle them to the ProStart National Certificate of Achievement (COA). The COA must be presented at the time of application for the Le Cordon Bleu ProStart Collegiate Passport Scholarship. A onetime scholarship will be applied to the student's account based on the value of Culinary Foundations I. In addition the student will be given a Le Cordon Bleu Knife Kit. The value of the scholarship will be credited to the student's account prior to the student starting classes at Le Cordon Bleu. In the event of a student failing Culinary Foundations I the student is responsible for the cost of retaking the class. Each start date, eligible students will be offered a scholarship within the range of \$1,353 and \$1,397 which is the equivalent cost of Culinary Foundation I, in the 2013 academic year. The deadline for application is the day prior to the start of classes each term. Once it is determined that available funding is exhausted, scholarships will not be awarded to otherwise eligible students. For 2013, \$139,700 has been budgeted at each applicable institution for Le Cordon Bleu ProStart Collegiate Passport Scholarships.

SkillsUSA

These culinary scholarships follow the same requirements as the ProStart scholarship; however, the scholarship is only awarded at the national competition. In addition, SkillsUSA has a one-person team limit.

National competitors will be awarded:

- First Place Full Tuition Scholarship (covering the cost of tuition, books, uniform and a knife kit)
- Second Place\$10,000
- Third Place\$7,500

SkillsUSA also provides single competitor events for high school and post-secondary competitors. Le Cordon Bleu recognizes both age groups, as well as both culinary and commercial baking students, in determining scholarship awards.

General High School Scholarship

To be eligible, students must have a minimum 2.0 GPA, submit a recommendation from one teacher and be a high school senior in the Atlanta metropolitan area. Test Dates: Monthly from October through May. Call campus for details: (770) 938-4711. If students are not able to attend one of the Scholarship Day events, they can arrange to take the scholarship exam individually with the Enrollment Management Office. Testing must be completed prior to June 1st. The top scoring students from the Scholarship Tests (C-PAT) will each receive a tuition scholarship valued at \$1,500 for enrollment at Le Cordon Bleu College of Culinary Arts. In the event of a tie, the Le Cordon Bleu College of Culinary Arts Academic Management Team will interview the top scoring students to determine a winner. For 2013, \$15,000 was budgeted for High School Scholarships (CPAT).

General Rules:

1. All scholarships are pro-rated equally over the length of the program and cannot be transferred to another individual or school or be received in cash.
2. The scholarship award must be activated by starting school at Le Cordon Bleu College of Culinary Arts within a period of three months following the announcement of scholarship recipients.



3. The names of scholarship recipients may be publicized and used in Le Cordon Bleu College of Culinary Arts informational publications.
4. All employees and immediate family members of Le Cordon Bleu College of Culinary Arts are not eligible to apply.
5. Prospective students of both programs at Le Cordon Bleu College of Culinary Arts in Atlanta are eligible to participate.
6. In order to maintain eligibility the student must:
 - a. Maintain full-time student status.
 - b. Maintain satisfactory standards of academic progress throughout the program.
 - c. Maintain attendance in good standing throughout the program.
7. In the event that the student withdraws from the program, the college refund policy will not apply to the scholarship, in that the student will not receive a refund if the credit balance is due to the scholarship award.

- 4.10 What evidence does the campus have that demonstrates the tuition, fees, and other charges for all students who enrolled at the same time and in the same program are consistent. If they are not consistent, explain.

Students enrolling at Le Cordon Bleu Atlanta must complete and sign an enrollment agreement that clearly states the tuition, fees, and other costs associated with each specific program of study. The institution's website publishes the tuition and fees in the catalog addendum and on the school website. The current rate of tuition is automatically calculated and entered CampusVue at the time of enrollment. CampusVue automatically bills students per term, ensuring that the institution bills all students consistent with the current tuition rate listed on the student's enrollment agreement. Le Cordon Bleu Atlanta processes and reviews this automated billing feature to verify billing accuracy.

Evidence that the tuition, fees, and other charges for all students who enrolled at the same time and are in the same program is consistent and available by comparing the date listed on the catalog addendum and the date the student signed the enrollment agreement. If a student changes their start date, but is not cancelled from the program, the date of the original Enrollment Agreement was signed will be used to determine the tuition, fees, and other charges for that student. All signed Enrollment Agreements are maintained in each Admission File for tracking purposes.

- 4.11 What are the refund policies and procedures?

The refund policy is found on pages 103-104 of *Le Cordon Bleu College of Culinary Arts 2013 - 2014 Catalog*.

After the last day of the add/drop period for each payment period no refunds or adjustments will be made to a student who drops individual classes but is otherwise enrolled at Le Cordon Bleu College of Culinary Arts. Refunds are made for a student who withdraws or is withdrawn from the College prior to the completion of his/her program and is based on the tuition billed for the payment period in which the student withdraws, according to the campus schedules set forth below. For the purposes of calculating a refund, the payment period is defined as the period of enrollment in which tuition is billed. Refunds will be based on the total charge incurred by the student at the time of withdrawal, not the amount the student has actually paid. Tuition and fees attributable to any payment period beyond the payment period of withdrawal will be refunded in full. Any books, equipment, and/ or uniforms



that have been issued are nonrefundable. In addition, there are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then withdraws or is later dismissed for any reason. Refund processing is handled by the Return to Title IV (R2T4) Team. Their main activities are: Tuition calculation; Process Return to title IV calculation; Post and adjustments of tuition/loans to the students ledger card; and Return any need Title IV refunds to the students lender

When a student withdraws from the institution, he/she must complete a student withdrawal form with the Director of Education. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an official withdrawal or date of determination of withdrawal by the College. If a student withdraws or is withdrawn prior to the end of the payment period, they are subject to the Return of Title IV Funds policy noted below which may increase the balance due to the College. If there is a balance due to the College after all Title IV funds have been returned, this balance will be due immediately, unless a cash payment agreement for this balance has been approved by the College. Credit balances due to the Student of less than \$5 (after all refunds have been made) will not be refunded to the Student/lender unless requested by the Student.

Atlanta: Refund Schedule

- For a student completing no more than 5% of the payment period, the College will refund 95% of the tuition and fees.
- For a student completing more than 5%, but no more than 10% of the payment period, the College will refund 90% of the tuition and fees.
- For a student completing more than 10%, but no more than 25% of the payment period, the College will refund 75% of the tuition and fees.
- For a student completing more than 25%, but no more than 50% of the payment period, the College will refund 50% of the tuition and fees.
- There will be no refund after a student has completed more than 50% of the payment period.

4.12 What are the qualifications of the financial aid officer?

Jamehia Thibeaux, the Business Operations Manager, who oversees student accounts and the Student Finance representatives, has more than 10 years' experience in handling student account issues. She attends weekly calls on new financial aid issues as they arise. She attends training as it is offered for new procedures in financial aid programs. Ms. Thibeaux earned a Bachelors Degree in Business with a concentration in Human Resource Management from Colorado Technical University.

4.12.1 In what activities does the financial aid officer participate to keep up to date on changes in financial aid programs?

Financial Aid Advisors and Student Finance Representatives receive training in governmental regulations, institutional policies, and procedures shortly after hiring. In addition, Financial Aid Advisors are trained regularly to ensure that they are up to date on new rules and regulations, changes to business processes, and professional development activities. The Campus Business Operations Manager participates in weekly training and teleconference sessions provided by CEC. Information is disseminated to Financial Aid staff in the via email,



one-on-one interaction, and during weekly staff meetings. Student financial services conducts special web-based training.

- 4.13 If applicable, describe the system for counseling students regarding their student loan repayment obligations.

All students must complete an entrance and exit interview. In addition, Financial Aid Advisors counsel students on responsible borrowing activities and require that all students make an active selection in the event that they choose to receive loan funds in excess of direct costs (such as tuition, fees, and books). Financial Aid Advisors also provide students with access to a robust financial literacy portal, including repayment calculators, modules on managing finances, loan repayment, and general financial literacy. Students can create a unique profile that tracks their progress and allows them to customize their experience. After leaving our institution, students have access to our dedicated HELP Team which provides ongoing support to students during their grace period and loan repayment.

- 4.13.1 What is the cohort default rate for the last three years?

Year: 2008 Rate: 5.5 %

Year: 2009 Rate: 10.9 % (2 year)

Year: 2009 Rate: 23.9 % (3 year)

Year: 2010 Rate: 13.6 %

- 4.14 If applicable, describe the cash discount policy and provide evidence that it has been approved by the Council.

Not applicable.

STUDENT SERVICES

- 4.15 Describe how the campus provides orientation for new students.

Prior to beginning classes at Le Cordon Bleu Atlanta, all new students attend an orientation program. Orientation facilitates a successful transition into college life. New students are required to attend regardless of their previous college experience. At orientation, students are acquainted with the campus, the administrative staff, the faculty, and their peers. The directors of the administrative departments explain the way in which they assist students and clarify student's rights and responsibilities. Le Cordon Bleu Atlanta holds a mandatory new student orientation approximately one week before the start of each new session. All new students, including those who may have attended other colleges, must attend this orientation, and the institution offers "make-up" sessions and individual orientation sessions for those who cannot attend the original session. During orientation, the students hear from the Campus President and department heads and receive a brief explanation of each department's responsibilities. Students also receive an overview of available student services and complete any final required paperwork necessary to begin their programs of study. If they have successfully completed financial aid, they also pick up of uniforms/books and supplies. They may also participate in individual breakout sessions with chefs or current students. Academic Advisors are also available to assist students with schedule changes, to answer any questions, and to evaluate student needs and offer assistance.

- 4.16 Describe all academic and personal counseling services offered.



Le Cordon Bleu does not offer personal counseling services to students but refers students experiencing personal difficulties to various organizations within the community. The Academic department does offer advising to students to assist them with housing, transportation, learning or other disabilities. Some students also receive encouragement and support to enable them to be successful in their program of study.

The Academic department is responsible for providing students with necessary support services. A sense of empathy and understanding of the needs of students in the occupational educational system is critical to success for individuals seeking a career and improvement in their life circumstances. Employees must have the ability to be a good listener and to be able to direct students to resources in the community or departments on campus when they come to you with questions or concerns. The department also follows up on student concerns and questions. For example, if a student is directed to financial aid, it speaks volumes when the next time you see the student, you ask, "did you get your situation resolved?" This indicates to the student that we truly care. Going above and beyond the call of duty to help a student out with his or issue/question and or concern is also important. Knowing students names and greeting them when you see them also makes them feel that they are important.

4.16.1 What are the qualifications of the staff responsible for the counseling program(s)?

N/A

4.17 Describe the retention program.

Retention is a critical priority at Le Cordon Bleu Atlanta. The institution monitors student attendance on a daily basis. Students missing (2) successive classes are contacted by the instructor. This team works closely to ensure that students return to class. The Director of Education holds weekly retention meetings to discuss effective retention strategies and techniques with team members, including the registrar, externship coordinator, student finance representative, admissions representative, regional registrar, and directors and necessary. Le Cordon Bleu Atlanta also provides students with services like academic advising and tutoring.

Le Cordon Bleu Atlanta also maintains an active Retention Committee consisting of representatives from academics, registrar's office, student accounts, career services, externship, etc.) that meets weekly. During these meetings, the Retention Committee reviews attendance reports for at-risk students. Le Cordon Bleu Atlanta also requires lead instructors to contact at-risk students on a weekly basis. Retention improvement strategies are also discussed and created during these meetings.

The College has retention strategies in place that are student-focused. These strategies are processes that help and maintain high levels of success in recruitment, retention, and graduation rates for our students. The process is team-based and College-wide. The purpose of these strategies is for the ongoing support of the student and their educational goals. Providing the support and encouragement students need to succeed, the College promotes friendly, positive, respect, and professionalism when dealing with students. We have created an environment where students feel welcome, encouraged, challenged and supported through a learning community. The College has developed a Population Management team that consists of representatives of the Academic, Student Accounts, Career Services, and Registrar departments. The team meets weekly to identify those students at risk and develops strategies to address their needs. Implementation of strategies developed is a team effort to provide continued success for our students.

Attendance is critical to a student's ultimate success and is monitored on a daily basis. Students missing (2) successive classes are contacted by the Retention Coordinator, Academic Advisors and



Academic leaders/representatives of the academic department. This team works closely to make sure students are contacted and assisted in getting back to school. The Retention Coordinator holds weekly retention meetings with representatives from every department. Le Cordon Bleu provides students the services needed to be successful such as academic advising and tutoring.

Our attrition rate for 2012 was at 24.7%, the second best annual rate in the 7-year history of the College. The College feels that drops continue at too high a rate and we are planning and/or have implemented the following programs. A Student Governing Association where students have an opportunity to have a voice and allowing students to take more ownership of the program they attend. In the classroom faculty members call each of their students when they are absent to touch base with them to determine why they are out and to identify early issues that may arise that would prevent their student from being successful.

The College offers students a variety of success-oriented services as well as activities to assist students and the community. Students that seek advising and assistance during their matriculation may refer to several different staff and faculty members.

The Director of Education is responsible for providing academic assistance and should be consulted when assistance is desired. The College has an open door policy regarding student advising, therefore, any student at their convenience can request assistance. The College participates in a variety of financial aid programs. Students must meet the eligibility requirements of these programs in order to participate. The College administers its financial aid programs in accordance with prevailing federal and state laws and its own institutional policies. Students can visit the financial aid office at any time for questions and concerns regarding their financial aid award. At the time of withdrawal or graduating the program each student is required to meet in person with a financial aid representative for student loan counseling. This process is thoroughly documented in the student's file.

Advising Program

- Lead instructors selected
- Faculty assigned to lead instructors

Attendance Support

- Email blinker those students who have missed 2 consecutive days, will identify other issues such as academics and conduct for Student Services follow up
- Daily phone calls made by faculty to students absent in their class – documentation in the portal
- Expanded faculty phone calls with roll out of Advising program
- Implementation/Utilization of the blinker system

Population Management

- Attendance reports pulled daily through the portal: phone calls made and documentation in CampusVue.
- 2 consecutive days absent report generated daily: calls made and documentation in CampusVue. Student Attendance Notifications (in conjunction with phone calls by faculty and staff)

Day 1 : Instructor

By the end of day 1, Instructors will notify the academic team of absent students and who was contacted.

- Day 2: Instructor and Academic Team/Letter sent

By the end of day 2, Instructors and Academic Team will make calls. Appropriate admissions reps will sit in on calls made by the Academic Team.

- Day 3: Admissions



By the end of day 3, Admissions will follow up with academic team and give update to Academic team.

- Day 4: Faculty Advisors

Faculty Advisors will be notified and will contact their advisees and give update to Academic team.

- Day 5: Lead Instructors

By end of day 5, Lead Instructors will make calls and give update to Academic Team. Academic Team will update Faculty Advisors.

- Day 6: President

By end of day 6 President will make calls and give update to Academic Team.

If unable to contact student a letter from the Director of Education will be sent.

LDA Report Review

- Daily review of LDA report

- Weekly review of LDA report with Externship Coordinators

4.18 Describe employment services offered to students.

The Career Services staff at Le Cordon Bleu Atlanta serves as a liaison for employers, students, and graduates and works to develop a broad range of employment opportunities in, near, and surrounding the Atlanta metro area. The institution encourages students to work closely with the Career Services to develop job search strategies prior to graduation. Career Services also assists students with general part-time and full-time employment while they pursue their studies.

As the student approaches graduation, Career Services assists students to obtain a position in their fields. The Career Services department provides several different workshops on subjects such as resume writing, interviewing skills and networking throughout the year.

Graduates fill both entry-level and occasionally advanced positions based on their skill set and employment opportunities. All graduates complete a career services file comprised of exit interviews, waiver of employment assistance, release of information, and a marketable resume.

Career Services conducts graduate and employer surveys and uses the information to analyze graduate and employer satisfaction while suggesting improvements aimed at student skills and quality of education. Students enrolled at Le Cordon Bleu Atlanta have access to a weekly listing of part-time employment opportunities titled "Hot Jobs" available on the Student Portal. Employers also visit the institution during campus career fairs, employment seminars, and virtual career fairs that occur online.

Employment assistance is a very important part of the College's student services. Le Cordon Bleu College of Culinary Arts maintains a Career Services Department which is comprised of a Director of Career Services and 4 Career Services Representatives. The mission of Career Services is to provide College students and alumni with quality assistance in their professional career development. The primary role is to assist the student and graduate population with securing employment in their respective field of study. The Career Services Department acts as the liaison between students and employers, serving the students by promoting Le Cordon Bleu College of Culinary Arts to prospective employers. These employers are assisted by the referral of qualified students from Le Cordon Bleu College of Culinary Arts. The graduate employment assistance process intensifies as students near graduation.

Our Career Services Department works in partnership with the student and graduate to prepare for externships and employment within their field of study. Once a student has enrolled in school, they are



eligible for career services assistance. Students who are in good standing with the College may contact a Career Services Representative for employment assistance. Students enrolled in Le Cordon Bleu College of Culinary Arts have many opportunities for part-time employment while they pursue their studies. It is important to note that this assistance is available to all students who make satisfactory academic progress.

The Career Services Departments offer a variety of resources and services including individual career advising, resume writing and interviewing assistance, weekly job list, on-campus recruiting events and other resources. A weekly Hot Jobs List which contains current job leads is available to students and graduates on the student portal. Students and graduates are also encouraged to register on Optimal Resume, a multi-media program that features interactive instructional modules on resume development, interview skills, electronic portfolio development, and an online job board. While employment or salary is not guaranteed, the Career Services Department works with each graduate who desires employment assistance.

The Career Services Department hosts on-campus recruiting events throughout the academic year, including career fairs and featured employer days. Employers are invited to the campus to provide information on their companies and application methods for career and/or externship opportunities. During the career fairs, employers set up informational booths for the students to peruse and ask questions. Some employers may choose to interview students during a recruiting event. Students and alumni are welcome to attend all on-campus recruiting events in order to increase their success at securing an externship or employment.

The final class for programs of study at Le Cordon Bleu College Atlanta is the externship. Students are required to fulfill the externship requirement for a minimum of 180 to 360 hours and 6 to 12 weeks based on their program of study. The Career Services Department is available to support students throughout the externship process. Throughout the program, Career Services Representatives meet with students to prepare them for externship through regularly scheduled visits to the classrooms at key points in the program.

As students near the completion of the externship course, they have the opportunity to work with a Career Services Representative for graduate employment assistance. During an exit interview near the completion of the externship, students notify the Career Services Representative if they will need employment assistance. The Career Services Representative may provide employment leads, resume and cover letter assistance, interview assistance, if needed, and general career guidance. The Career Services Representative assists the graduate until the graduate secures employment in the field of study. Unplaced graduates are contacted regularly until employment is achieved. Ongoing guidance and employment assistance is available to graduates of the College's programs.

Once a graduate has secured employment in the field of study, a Career Services will verify the employment with the employer. Career Services is required to verify the placement with the graduate's employer before it can be accepted as a placement. The employment verification is then entered in the official school electronic database system.

Employment rates and employments are reviewed regularly by the Career Services Department and Career Education Corporation to ensure that employments are in compliance with in-field employment standards and to determine "best practices" procedures for employing graduates in industry-related jobs.

4.18.1 Describe how placement verification is documented.



Career Services verifies employment placement results. Graduate placement results are tracked in CampusVue, ensuring the ready availability of the data for review and disclosure. Once a graduate has secured employment in the field of study, a Career Services will verify the employment with the employer. Career Services is required to verify the placement with the graduate's employer before it can be accepted as a placement. The employment verification is then entered in the official school electronic database system. Currently 100 % of all related and/or in-field placements are re-verified by a third party vendor. The current vendor is Compliance Point.

Employment rates and employments are reviewed regularly by the Career Services Department and Career Education Corporation to ensure that employments are in compliance with in-field employment standards and to determine "best practices" procedures for employing graduates in industry-related jobs.

4.19 Describe the process used to conduct follow-up studies for graduate and employer satisfaction surveys.

Le Cordon Bleu Atlanta employs regular graduate and employer satisfaction surveys and externship employer evaluations. The Culinary Education Group uses Wonderlic surveys to assess employer and graduate satisfaction. The surveys are sent four times per year to graduates of all programs of study. The survey population covers approximately three months of graduates and includes graduates 2-4 months after their graduation dates. The results are then collected, compiled, and reported to the school's Director of Career Services, Director of Education, and President approximately 3 months after the surveys were sent to the graduates or employers. The employer survey measures employer satisfaction in 5 key areas: Career Services, job preparedness of graduates, knowledge and skills of graduates, overall satisfaction with Career Services and graduates, and work behaviors of graduates. The survey asks employers to rate the Career Services Department in the following areas: awareness of how to contact the department to post employment opportunities, responsiveness of the Career Services Department for requests for referral of candidates, and customer service level of the Career Services Department. The job preparedness section of the survey asks employers to assess if our graduates are prepared for interviews, have appropriate resumes, and overall readiness for their employment opportunities. Employers are asked to rate the knowledge and skills of our graduates, including their oral and written communication skills, knowledge of their field of study, and technical skills. The category of overall satisfaction considers whether the Career Services Department and the graduates meet the overall expectations of the employers. The final section of the employer surveys rates the employers' perception of the work behaviors of our graduates, including their ability to take direction, dependability, ethical decision-making, and ability to work as team players. In addition to these sections, employers have the opportunity to provide information on the number of Le Cordon Bleu College graduates they employ, their awareness level of the Career Services resources, and their company's current recruiting methods. There is also an opportunity to provide comments and more subjective feedback.

The graduate survey measures graduate satisfaction in 5 key areas: academic opportunity, facilities/equipment, overall satisfaction, Career Services, and part-time employment. The survey asks graduates to rate the opportunity to develop both technical knowledge and practical skills used in the workforce in the academic opportunity section. Graduates assess Career Services in the following areas: on-campus job fairs, resume and cover letter writing presentations, including workshops and in-class presentations, the Career Services job site, the opportunity to attend on-campus job fairs, availability of off-campus employment opportunities, presentations on interview skills (both workshops and in-class presentations), availability of Career Services staff for assistance and



information, and availability of job leads in their field of study. The facilities/equipment section of the survey asks graduates to rate their satisfaction with the availability of the school's facilities and equipment for their use, and the availability of the computer lab outside of normal class time. The overall satisfaction section of the survey asks graduates to rank their satisfaction with the educational opportunity that the College provides and their likelihood to recommend Le Cordon Bleu College to friends and family. The final section of the survey asks graduates to assess part-time employment in the following areas: part-time job fairs for in-school students, availability of information about part-time job opportunities through Career Services, timeliness of the part-time job opportunities, and the variety of the part-time job opportunities. Additionally, graduates are asked to provide their current salary range and if they used Career Services in their job search. The survey ends with a comments section for graduates in each area of assessment.

4.20 Describe the programs of extracurricular activities, if any.

Students are encouraged to participate in various student clubs and organizations. Le Cordon Bleu Atlanta offers a multitude of activities to participate in, including student clubs, culinary competitions, and others. In addition to this, the Master Workshops bring internal and external chefs and other members of the culinary field on campus to present to our students on various topics pertaining to their area expertise. Students are encouraged to participate in these student activities, where they can be actively involved in shaping the future of Le Cordon Bleu Atlanta and learning important career skills. To help grow this learning community, several student clubs have been established. Students enjoy gathering together and expanding their knowledge. Our clubs include: Latin Cuisine, Cajun Cuisine, BBQ Club, Asian, Veterans, Slow Food, Experimental Cuisine, Bread Baking and Pastry, Wine and Beverage and Dine-out.

In addition to the exemplary education that students receive in the classroom and kitchen laboratories, our students are afforded the opportunity to participate in extracurricular activities as well. Through active engagement in student clubs, guest lectures by local and celebrity chefs, and continuing education sessions with Le Cordon Bleu International chefs, our students are given the tools needed to become the future leaders in the industry. Le Cordon Bleu Atlanta is also very active in the local Atlanta culinary community. Throughout the year, students have the opportunity to participate in numerous volunteer opportunities at local charity events, fundraisers, and community events. Through a series of learning events and experiences, our students discover that our dedicated team of educators uniquely understand and respond to their desires to become skilled and confident in their chosen field.

4.21 Describe any areas needing improvement in the area of relations with students.

Le Cordon Bleu Atlanta continues to improve our relations with students. Student Appreciation Day to recognize scholarship, attendance and to enhance the community and student experience. Le Cordon Bleu Atlanta has an events and volunteer committee that meets regularly and that plays an integral part in improving relations with students. Le Cordon Bleu Atlanta also upgraded our "student portal" which is an on-campus intranet system that allows students to access grades, course materials, and school information. The new portal is more robust than earlier versions. Le Cordon Bleu Atlanta consistently encourages ways to improve customer service and its relationship with students. Examples of our current commitment to our students include regular student events, voluntary community service, and the use of a student resource center. We are planning improvements in the registration process, postings of student work, and increased participation in local and national competitions.



5. EDUCATIONAL ACTIVITIES

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, must be adequate in breadth and context to achieve it, and must produce measurable results. Another index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon good teaching and upon the ability and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff are among the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution. A third index of institutional quality is the resources available to instructors and students. In responding to the questions below, please consult Sections 3-1-500 through 3-1-544 of the *Accreditation Criteria*.

Teaching hours, assignments, and schedules will vary from field to field and from institution to institution, but they should allow faculty time for adequate preparation and professional development. The institution shall devise a plan for the efficient use of faculty competence and time, which addresses student-teacher ratios, number of teacher preparations, and number of teaching hours. In responding to the questions below, please consult Sections 3-2-100, 3-3-200, 3-4-200, 3-5-200, and 3-6-400 of the *Accreditation Criteria*.

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

5.1 Describe how the educational programs have been developed based on the institution's mission.

Le Cordon Bleu Atlanta has developed its educational programs to provide entry-level skills for employment in fields that show growth potential for graduates. In coordination with other CEC institutions teaching the same or similar programs and courses, programs developed through research of current industry standards, advisory committee input, solicited industry comment, and faculty advice.

The institution's mission drives the development of educational programs. The mission statement for Le Cordon Bleu Atlanta is found on page 6 of Le Cordon Bleu College of Culinary Arts and California Culinary Academy 2013 - 2014 Catalog. "Le Cordon Bleu College of Culinary Arts and California Culinary Academy are institutions of higher learning for students who share a passion for the culinary and hospitality arts. We are dedicated to providing quality career education that integrates the classic culinary curriculum of Le Cordon Bleu in combination with modern technology and innovation in global cuisine.

The College's program curriculum and instructional outline/syllabi are developed by the Director of Education and faculty for the Academic Associate's degree in Le Cordon Bleu Culinary Arts in consultation with Le Cordon Bleu International, CEC Culinary Division education leadership, and the Program Advisory Committee. In 2010, a Curriculum Committee of the CEC Culinary Strategic Business Unit (CEG) developed and created two 12-month certificate programs for Le Cordon Bleu Schools North America. This revised the certificates in Le Cordon Bleu Culinary Arts and Pâtisserie and Baking offered at all LCB colleges. The Curriculum Committee worked hard to develop core Culinary and Pâtisserie and Baking courses that all LCBNA schools will ultimately move to. The intention is that these courses will be identical at all the schools. This opportunity allows LCBNA the unique occasion to develop consistency across programs, which will correlate directly with improved students' experiences and outcomes.

The curriculum is designed specifically to prepare students for employment in the international hospitality industry. Since the program is culinary and hospitality in nature relevant industry standards



are essential with research and evaluation conducted with potential employers in the culinary/hospitality industry.

The instructional outline/syllabi are consistent for all courses offered with respect to format and required content. Academic freedom is permitted to allow individual faculty members to adapt teaching/training methodologies that best facilitate the teaching, learning, skill development process for maximum effectiveness in the kitchen or classroom. Student end of course surveys, grades and skills' competencies are also used to adapt course syllabi as needed.

Le Cordon Bleu in Atlanta has four current programs: 1) Academic Associate's degree in Le Cordon Bleu Culinary Arts, 2) Academic Associate's degree in Le Cordon Bleu Pâtisserie and Baking, 3) Certificate in Le Cordon Bleu Culinary Arts, and 4) Certificate in Le Cordon Bleu Pâtisserie and Baking.

5.1.1 List each program offered and state the occupational and general objectives of the program. Provide an overview of how these programs are delivered (i.e., lecture, laboratory, self-paced instruction, distance instruction).

The method of delivery of individual courses depends on course objectives and the nature of the performance outcomes. Most programs have incorporated multiple delivery mediums, including lecture and laboratory time, as well as distance instruction.

Associate of Occupational Science in Le Cordon Bleu Culinary Arts

General Objectives

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an associate of occupational studies degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- i. Demonstrate professional-level cooking techniques.
- ii. Demonstrate sanitation principles as they apply to the professional kitchen.
- iii. Demonstrate professionalism appropriate to the hospitality industry.
- iv. Apply basic management principles to the demands of a hospitality business.
- v. Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Rounds man and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Director of Education). Graduates should not expect to become Chefs upon graduation but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions.

Occupational objectives

This program is aimed to provide students the training and expertise necessary to enter the food service industry in entry level positions. Graduates are prepared to assume positions such as cook, line cook, catering assistant, banquet cook, garde manger, baker, roundsman and prep



cook. The program is delivered as a combination of theory, laboratory, and practical training. The breakdown is as follows:

Associate of Occupational Science in Le Cordon Bleu Patisserie and Baking

General Objectives

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Science degree. The program consists of patisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- vi. • Demonstrate professional-level pâtisserie and baking techniques.
- vii. • Demonstrate sanitation principles as they apply to the professional kitchen.
- viii. • Demonstrate professionalism appropriate to the hospitality industry.
- ix. • Exhibit college-level reasoning skills.
- x. • Apply basic management principles to the demands of a hospitality business.
- xi. • Exhibit college-level reasoning skills.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of “pastry chef” generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions.

Occupational Objectives

With this training, graduates will be able to function in a variety of food service organizations, restaurants, hotels, cruise ships, retail outlets and catering organizations. Graduates will be prepared for entry-level positions such as pastry assistant, bakery assistant, baker, assistant pastry cook, pastry cook, bread baker, and cake decorator.

Certificate in Le Cordon Bleu Culinary Arts

The Certificate in Le Cordon Bleu Culinary Arts is designed to prepare students with the skills appropriate for basic positions in professional food preparation. Students begin their program with classes in basic and fundamental concepts of the culinary profession and build to more advanced topics as the program progresses. The program features lecture and laboratory formats. The program concludes with an externship experience that gives students a chance to practice skills taught throughout the course of their studies. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.



Program outcomes include:

- xii. • Demonstrate professional-level cooking techniques.
- xiii. • Demonstrate sanitation principles as they apply to the professional kitchen.
- xiv. • Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter credits, 940 contact hours, and 12 months of instruction. Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in the published placement rates for calendar year 2011 include the following, and are listed based on the frequency with which each position is obtained following graduation, with positions obtained most frequently listed first, and those obtained least frequently listed last: Line Cook, Prep Cook, Cook II, Cook, Sous Chef, Garde Manger, Baking Assistant, Banquet Prep Cook, Cheese Manager, Chef, Chef de Partie, Culinary I, Grill Cook, Junior Chef de Partie, Prep Chef, Operations Manager, Pantry Cook, Research and Development Chef, Soup Chef. The various titles of “chef” in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others.

Occupational Objectives

Upon completion of the program, graduates should have the skills needed to begin their careers in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, and Prep Cook. The various titles of “chef” generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Director of Education).

Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts cannot guarantee employment or salary.

Certificate in Le Cordon Bleu Patisserie and Baking

General Objectives

Le Cordon Bleu College of Culinary Arts offers an intensive program for those interested in a professional baking career. The program includes hands-on teaching of fundamental baking skills and the theoretical knowledge that forms basic competency in the field. The Certificate in Le Cordon Bleu Pâtisserie and Baking offers a comprehensive course of study in the fundamentals, and exposes students to the different styles of the school’s chef-instructors, a wide variety of industry-current equipment, and various facets of the foodservice industries.

Possible outcomes include:

- xv. • Demonstrate professional-level pâtisserie and baking techniques.
- xvi. • Demonstrate sanitation principles as they apply to the professional kitchen.
- xvii. • Demonstrate professionalism appropriate to the hospitality industry.



The program consists of 55 quarter credits, 940 contact hours and 12 months of instruction and concludes with an externship. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Occupational Objectives

Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in the published placement rates for calendar year 2011 include the following, and are listed based on the frequency with which each position is obtained following graduation, with positions obtained most frequently listed first, and those obtained least frequently listed last: Pastry Cook, Pastry Chef, Baker, Pastry Assistant, Baker/Decorator, Cake Decorator, Assistant Pastry Chef, Baker/Manager, Baker/Retail, Bakery Service Team Member, Cake Baker, Cook II, Executive Pastry Chef, Head Baker, Kitchen Manager/Baker, Morning Baker, Overnight Baker, Owner, Pastry Chef/Runner, Pastry Chef/Specialty Chef, Pastry Instructor, Pastry Plater. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others.

5.2 Identify who is responsible for the following at the campus. Describe their academic and/or experiential qualifications for this position:

5.2.1 Overall administration of all academic programs.

Certified Executive Chef Daryl L. Shular, Olympic Gold Medalist Culinarian, serves as the Director of Education for Le Cordon Bleu College of Culinary Arts Atlanta and is the person responsible for the oversight of all academic programs and faculty. He earned an A.A. in Culinary Arts from The International School of Culinary Arts at the Art Institute of Atlanta and is working on his Bachelors of Business Administration at American Intercontinental University. His culinary specialties are Global/International, Classical French European, and Southern Regional and Deep South. His considerable industry experience since 1992 includes Corporate Executive Chef-Performance Food service, Chef/Owner of The Daryl L. Shular Company LLC, Chef Instructor-ICS at The Art Institute of Atlanta, Executive Chef-Hilton Double tree Hotels, Spice Restaurant, Dunwoody Country Club, The Buckhead Club, Marriott Marquis Hotel-Atlanta. A few of his Awards and Affiliations are ACF Member Since 1994; James Beard Foundation Member; North America Catering Executive Member; The History Makers-Inductee 2006; ACF Culinary Olympic Team USA-Member 2008; Gold Medalist at the IKA "Culinary Olympics" 2008; ACF Nutritional Challenge "National Champion" 2004; ACF Southeast Regional Grand Champion 2004; Greater Atlanta ACF Student Competition Team Coach-2002 to 2005; 12 Gold Medals and eight "Best in Show" in National Culinary Competitions. He is eminently qualified to lead the chef instructors and manage the department..

5.2.2 Administration of each academic program offered.

The Campus President, Director of Education, and lead chef instructors establish and maintain the educational Administration of the following courses offered:

- Associates of Occupational Science in Le Cordon Bleu Culinary Arts
- Associates of Occupational Science in Le Cordon Bleu Pâtisserie and Baking
- Certificate in Le Cordon Bleu Culinary Arts



- Certificate in Le Cordon Bleu Patisserie and Baking

5.3 Describe the role of the faculty, administration, and others in establishing the educational programs.

The faculty, administration, and advisory boards collaborate to establish and maintain the educational objectives at Le Cordon Bleu Atlanta.

The institution also consults with CEC academic leadership for support. The Director of Education works with Program and Department Chairs and other academic support elements on program development and refinement. The Program and Department Chairs work with faculty to develop coursework and to ensure that the faculty members are qualified for the individual courses that they teach.

5.4 Describe how the educational programs reflect the needs of the students and the community.

The institution meets the needs of the students by providing current industry curricula and support services with core courses and (where necessary) general education courses. This provides for well-rounded instruction. Programs provide the means to secure meaningful employment in the career field of choice but also foster an understanding of, and respect for, self and the community. The institution also obtains advice of the programs advisory boards.

5.5 How are provisions made for individual educational differences among students?

Le Cordon Bleu Atlanta recognize that students have individual learning styles, and instructors adapt and respond to these styles through personalized student attention and based on their professional expertise. Students benefit from lectures, demonstrations, and hands-on learning lab experiences. Different student clubs provide students with the opportunity to collaborate in areas of shared interests. The institution also works with students who make requests (and qualify) for reasonable accommodation plans.

5.6 How are the community resources utilized to enrich the programs?

Le Cordon Bleu Atlanta uses community resources in a number of ways:

- Field trips that allow students to see first-hand what they are learning in class;
- Guest speakers who address the students and share information about their job and the industry;
- Job fairs that bring employers to the campus;
- Community outreach efforts that provide opportunities for students to use their skills and talents to support the community;
- Externships and internships that allow students to practice competencies and to gain experience in their chosen field;
- Student clubs that provide students with the opportunity to network with their fellow classmates and industry professionals, as well as to develop specialized skills; and
- Advisory boards that include members of the community, that provide insights about skills necessary for graduates, and that help assess the curriculum in their program area.

5.6.1 Describe how the utilization of these resources is documented.

The institution documents the use of community resources through various field trips, guest speakers, and community outreach events organized by program based on participation.



5.7 Describe the policy on the responsibility and authority of faculty in academic governance.

Faculty members work closely and consistently with students, and their role in academic governance is vital. It is important that faculty members are engaged in academic affairs, not just teaching activities. Faculty members have a responsibility for academic leadership that includes policy review and implementation. Although faculty members are not policy decision-makers, their involvement in various academic functions is vital to the overall progress and growth of the institution and to future institutional improvements and enhancements. Depending on needs, the institution may elect to have full-time faculty designated as committee chairs or to serve as committee members, while adjunct faculty may be assigned specific tasks or project work for one term at a time. While the institutional structure and forum may vary, Le Cordon Bleu Atlanta expects faculty members to have input and involvement in the following areas:

Development, Evaluation and Revision of Educational Programs

Faculty contribute to the development, periodic review and revision, and evaluation of the educational programs offered at Le Cordon Bleu Atlanta. The development, review, revision, and evaluation of educational programs should also include feedback from advisory boards, students, graduates, and employers. So as to promote robust and effective programs, faculty members are encouraged to participate in program reviews and curriculum discussions.

Advising in the Selection of Course Materials, Instructional Equipment, Texts, and Supplemental Materials

Faculty members are actively engaged in the periodic review and selection of course materials, including instructional equipment, textbooks, supplies, and supplemental materials that support student learning outcomes. This objective may be accomplished as part of the curriculum evaluation process or, more formally, through a separate committee. Additionally, based on program growth and student learning needs, faculty members provide feedback to the Librarian/Learning Resource Coordinator on the maintenance and growth of the library.

Faculty Development

Faculty development ensures that all faculty members (including adjunct faculty) stay current about teaching methodologies and enhance their professional expertise. All faculty members (including adjunct faculty) must be fully involved with all available internal and external development initiatives and activities. Faculty members meet annually with their supervisors to identify and outline ongoing development activities designed to enhance their expertise. In identifying development opportunities, Le Cordon Bleu Atlanta takes into consideration a faculty member's training, educational background, and related work experience. Based on the academic background and experience of each faculty member, development plans include an appropriate mix of in-service training, professional growth activities or both.

Assessment of Student Learning and Outcomes

The assessment of student learning is vital to the success of the academic programs at the institution. Faculty members comment on assessment tools and review learning data to determine levels of expectations, as well as possible changes in the course outcomes, delivery or assessment tools. The institution expects faculty members to act as partners with other members of the campus community in assessing student success and responding to areas of concern.

Institutional Effectiveness Planning



The faculty members assist in the development and assessment of the institutional effectiveness of the institution. The institution uses faculty input for strategic planning and budgeting as they relate to academic operations, new program needs, student learning outcomes, learning resources, and faculty development.

Regardless of the forum, Le Cordon Bleu Atlanta expects designated faculty members to review their assigned areas on an ongoing basis; the institution also expects faculty members to document and discuss outcomes and actions with their academic leader, committee chair or both. Faculty governance plays a critical role in achieving quality student outcomes and ongoing institutional improvement.

5.7.1 How was the academic governance policy communicated to the faculty?

The Faculty Governance Policy is included in the Faculty Handbook, which Le Cordon Bleu Atlanta provides to faculty during new hire orientation sessions. The Policy is revisited regularly.

5.8 Is there a detailed syllabus on file for each course?

Le Cordon Bleu Atlanta maintains on file a detailed syllabus for each course offered at the institution.

5.8.1 How are syllabi developed?

Depending upon the course and need, the institution develops syllabi through the input of subject matter experts (SMEs), instructional designers, curriculum development specialists, distance learning specialists, publisher support services, and/or other third-party resources. Syllabi support an overall program or curriculum designed to meet various employment, certification, accreditation, and educational needs. During curriculum action group (CAG) meetings, standard syllabi templates are reviewed, with additional updates after discussion by the CAG. Depending upon course delivery or student needs, either the institution or faculty member may update an individual syllabus.

5.8.2 How often are the syllabi revised?

Syllabi are reviewed and revised approximately every two years, although updates to syllabi may be made on an as needed basis in support of changes to textbooks, resources, accreditation standards, and/or other program or course delivery requirements..

5.8.3 Describe the process for revising syllabi.

In addition to advisory board and faculty meetings, CAGs assess common program standards, resources, and metrics and recommend changes for proposed curriculum and syllabi changes. Through the use of systematic checklists, subject matter experts (SMEs), graduate and employer surveys, class evaluations, and committee work, Le Cordon Bleu Atlanta evaluates program performance and effectiveness and incorporates that analysis into the syllabus development process. Additionally, individual faculty members provide recommendations about textbooks and proposed curriculum updates through the institution's internal Curriculum SharePoint site. Once all feedback and recommendations have been received, instructional designers assist with the development of standard syllabi in conjunction with SMEs and curriculum development specialists. Depending on the nature of the course, this process may also include input from distance learning specialists, publisher support services, or other third-party resources. The standard syllabi are then made available for additional review, feedback, and revision.



5.8.4 How are out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

The institution develops out-of-class assignments in conjunction with in-class work as part of the overall course, which is designed to support a combination of teaching strategies and learning styles. Out-of-class work is generally listed in the topical outline and method of evaluation sections of each syllabus. Out-of-class work often includes a variety of activities, such as reading assignments, chapter review questions, research or case studies, workbook and homework assignments, problem-solving activities and critical thinking and practice exercises, reports or written assignments, interactive media or software, or other work. This work varies according to specific course needs. Students are provided with an estimate of the amount of time-on-task expected to complete each learning activity, although the estimated time may vary based upon a student's previous knowledge, learning style and ability, course difficulty, personal motivation, or other factors. Out-of-class work is assessed as part of the overall course grade recorded in the instructor's grade book. The method of evaluation for out-of-class work may vary depending on the intended learning objectives and type of activity completed; however, such evaluations are based upon some tangible means of assessment.

5.9 Describe any internship/externship programs, indicating name of program, procedure, and person(s) responsible for the oversight of these activities. Have both the campus and the practicum site signed an agreement outlining the arrangements of the internship/externship? Describe the contents of the agreement.

All programs offered by the College require an externship at an approved foodservice establishment for the completion of its program. All four programs in Culinary Arts and Pâtisserie and Baking require a 12 academic week, 360 hour externship. The Director of Career Services and the Career Services Representatives are in regular contact with employers of our graduates and are able to provide feedback on the skill level of students who complete our programs.

Externships may be completed domestically or internationally. Students have the opportunity to fulfill the externship requirement at a site that best suits their career interests and goals, including, but not limited to, restaurants, country clubs, hotels, resorts, hotels, and assisted living facilities. The goal of the externship is to provide students an opportunity to gain practical industry experience in a professional environment in their field of study. The Career Services Department is available to assist students throughout the program to provide guidance on site selection and to provide them with opportunities to network with externship sites at various on-campus recruiting events, including on-campus career fairs and featured employer days. Additionally, externship opportunities may be published in the weekly Hot Jobs List and through other student communication channels as available.

Throughout the program, the Career Services Representatives meet with students to prepare them for externship through regularly scheduled visits to the classrooms at key points in the program. These presentations are designed to provide students with an overview of the externship program, preparation for externship, and completion of the externship course. Career Services Representatives are available to assist students throughout the program for guidance in identifying appropriate externship sites. At least 12 to 18 weeks prior to the externship class, students are strongly encouraged to meet individually with the Career Services Representatives or Lead Instructors regarding their plans for externship. Two main externship orientations are held in class in the final 6 weeks prior to the start of the externship to provide students with details about the externship course, including school requirements, externship course requirements, and externship assignments. Students receive the



student externship manual which contains the master course outline for the classes, timesheets, and all externship-related assignments. Career Services Representatives provides a review of the assignments and provides students with an opportunity to seek further clarification about the assignments to ensure successful completion of the externship. Representatives from other departments including Academics, Financial Aid, and Student Accounts are also encouraged to attend in order to reiterate any policies or procedures that students are expected to follow during externship.

When a student has identified an externship site of interest, an externship employer guide is made available to the student or to the site directly. The guide provides information about the College's program of study, the externship requirements, and the externship terms. In order to approve an externship site, we request that the employer submit a sample menu or website where a menu can be viewed, a resume or bio of the on-site supervisor, and a copy of the externship site contact information form. The externship supervisor must meet at least one of the following criteria:

- A degree, certificate or diploma in culinary arts, pâtisserie and baking, or hospitality
- American Culinary Federation Certification: Chef de Cuisine, Executive Chef, Master Chef, Culinary Educator, Culinary Administrator or other culinary certificate
- Other certification and affiliation
- Working Chef with at least five (5) years' experience in Food and Beverage or Pastry

Students will apply for an externship opportunity directly with the employer, including, but not limited to an interview and application procedures as required by the employer. Once an employer accepts a student for an externship, the employer is provided with a student externship agreement, which further outlines the requirements and responsibilities for the externship site, the student, and the school.

Externship is a graded course. While students are on externship, they are required to submit weekly timesheets and assignments, a chef/supervisor evaluation, and an externship agreement. Students submit the externship agreement to the Lead Instructor prior to the start of the externship. The externship agreement is to be completed and signed by the student, the externship supervisor, and the Lead Instructor. This agreement informs the student and the externship supervisor of their roles, respectively. The signature of the externship supervisor on the externship agreement confirms agreement in the following areas:

- To provide a challenging and educational environment allowing the student to demonstrate and improve their culinary and/or baking and pastry skills.
- Provide guidance and direction to the student.
- Work with the student to develop a schedule that includes rotational and progressive tasks.
- Complete evaluations and review them with the student.
- Verify the student's work hours weekly.
- Allow a Le Cordon Bleu College Atlanta representative to visit the site or contact by telephone to verify attendance, hours, and progress of the externship if necessary.
- Be an equal opportunity employer and comply with all labor laws.

Attendance is recorded weekly while on externship and is verified through the submission of the weekly timesheet. The timesheets are signed by both the student and the externship supervisor to confirm accuracy of the hours. The Lead Instructor records the attendance on a weekly basis. Weekly



assignments are used to assess and monitor the student's progress throughout the externship. The assignments also give the student the opportunity to provide additional feedback on the externship experience and training. Near completion of the externship, students complete an exit interview, by phone or in person, with a Career Services Representative to review the externship experience and to establish plans for employment assistance if employment will not continue with the externship site.

- 5.10 Describe the methods utilized to evaluate and revise the curricula. Identify any differences in these procedures among various programs.

Le Cordon Bleu Atlanta uses advisory boards for input on the curriculum, equipment, and outcomes for each of the institution's programs. The institution collects input from alumni surveys, feedback from employers where graduates are working, and faculty members that teach the courses. The institution analyzes industry trends, including advancements in technology, software, equipment, and resources. Lead Instructors or key faculty coordinate and write proposed curriculum changes and present the changes to the faculty and advisory boards for discussion.

- 5.10.1 If advisory boards are utilized, list board members and their qualifications.

Following are the names and qualifications of advisory board members.

Program Advisory Committee: Culinary						
Advisory Committee Member's Name	Title Company Address City, State	Telephone Number Email Address	Qualification and Duties (check as applicable)			
			Employer / Practitioner	Educator, Regulator, etc.	Applied Gen Ed \ Gen Ed	Master's degree
Delia Champion Culinary Arts	Executive Chef/Owner/Operator Flying Biscuit Café 1655 McLendon Avenue Atlanta, GA 30307	Phone: 404-687-8888; Email: delia@flyin.gbiscuit.com	x			



<p>Mary Covington Culinary Arts</p>	<p>Food and Beverage Supervisor Renaissance Atlanta Waverly Hotel 2450 Galleria Parkway Atlanta, Georgia 30339 Phone: 1-770-953-4500</p>	<p>Phone: 770-314-5263 Email: (b)(6)@atl.net</p>	<p>X</p>				
<p>William Gatlin General Education Courses</p>	<p>General Education 110 N 10th Street Griffin, GA 30223-2802</p>	<p>Phone: 770-228-8536; Email: (b)(6)@bellsouth.net</p>			<p>X</p>	<p>X</p>	
<p>Ken Katz Culinary Arts</p>	<p>General Manager, Dolce Group, 261 19th Street, NW, Atlanta, GA 30363</p>	<p>Phone: 404-872-3364 Email: (b)(6)@dolcegroup.com</p>	<p>X</p>				
<p>Michael Klein Culinary Arts and Patisserie and Baking</p>	<p>Executive Chef Emory Conference Center Hotel 1615 Clifton Avenue Atlanta, GA 30329</p>	<p>Phone: 404-712-6096; Fax: 404-712-6235; Email: mklein@ech.emory.edu</p>	<p>X</p>	<p>X</p>			



<p>Kevin O'Leary</p>	<p>Director of Food and Beverage Hilton Atlanta 255 Courtland Street, NE, Atlanta, GA 3030</p>	<p>Phone: 404-222-2861 ; Fax : 404-221-6805 ; Email : kevin.o'leary@hilton.com</p>	<p>x</p>				
<p>J. Stewart Singleton Culinary Arts</p>	<p>Director LMSC, Inc. P.O. Box 2341 Forest Park, GA 30298</p>	<p>Phone: 404-968-7783 ; Email : stewarts@coboco.net</p>		<p>x</p>			
<p>Joseph Uhl Culinary Arts</p>	<p>General Manger Renaissance Waverly Hotel 2450 Galleria Parkway Atlanta, GA 30339</p>	<p>Phone: 770-303-3186; Fax: 770-303-3275; Email: joseph.uhl@renaissancehotels.com</p>	<p>x</p>				
<p>Ron Wolf Culinary Arts and Patisserie and Baking</p>	<p>Retired Executive Director, Georgia Restaurant Association, 3025 Dogwood Hollow Lane, Lawrenceville, GA 30043</p>	<p>Phone: 770-712-8832; (b)(6)</p>	<p>x</p>	<p>x</p>			

Program Advisory Committee: Pastry



Advisory Committee Member's Name Area of Expertise	Title Company Address City, State	Telephone Number Email Address	Qualification and Duties (check as applicable)				
			Employer / Practitioner	Educator, Regulator, etc.	Applied Gen Ed \ Gen Ed	Master's degree	Distance Education
Jo Ellen Berg Patisserie & Baking	Sales Representative Albert Uster Imports P.O. Box 1572 Demorest, GA 30535-1572	Phone: 404- 216-3591; (b)(6) @wi jober g@auiswiss.com	x				
Roy Collins Culinary Arts and Patisserie and Baking	Chairperson, World Chefs Scholarship Foundation P.O. Box 91 Forest Park, GA 30298-0091	Phone: 404-363-9800; Email: roycollins@mindspring.com	x				
Michael Klein Culinary Arts and Patisserie and Baking	Executive Chef Emory Conference Center Hotel 1615 Clifton Avenue Atlanta, GA 30329	Phone: 404-712-6096; Fax: 404-712-6235; Email: mklein@ech.emory.edu	x	x			
Jonathan St. Hilaire Patisserie and Baking	Executive Pastry Chef Bakeshop, 903 Peachtree Street, Atlanta, GA 30308	Phone: 404-545-0516; (b)(6)	x				



<p>Ron Wolf Culinary Arts and Patisserie and Baking</p>	<p>Retired Executive Director, Georgia Restaurant Association, (b)(6)</p>	<p>Phone: 770-712-8832; (b)(6)</p>					
			x	x			

5.11 How was the length of each program determined?

Le Cordon Bleu Atlanta determines program lengths by the complexity of the subject matter, employability, student needs, state and accreditor requirements, and comparison to similar programs offered at competitive institutions.

5.12 Do any programs include training by a third party? If so, please explain.

Not applicable. None of the programs at Le Cordon Bleu Atlanta include instruction by a third party.

5.13 Is licensure or other certification required for persons employed in any program areas offered?

Yes No

5.13.1 If yes, list specific skills that students will need to acquire in order to be licensed or certified and how the curriculum provides for attainment of these skills.

Le Cordon Bleu Atlanta does not offer any programs in which licensure or certification is required for employment in the program area.

5.13.2 Describe any applicable examinations and the pass rate on each of these exams.

N/A

5.14 If applicable, share details on any program that requires specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved. (Include name of the program and name of the specialized agency.)

N/A

5.14.1 Explain the current status in holding such accreditation.

N/A

5.14.2 How have students been notified of this requirement and how it affects their employability following program completion?

N/A

5.15 How are appropriate course sequencing and prerequisites determined?



The institution establishes course sequencing and prerequisites during the program's initial development. Course sequencing and prerequisites are determined by the necessary learning curve for the program, the skill sets needed to advance to increasingly complex subject matter, and the relationships between the different concepts presented during the course, including advances in technology skills. The sequencing and prerequisite determinations are generally developed based on the premise that courses build on knowledge or skills from previous courses. In the Academic Associate's degree in Le Cordon Bleu Culinary Arts degree program, the certificate in Le Cordon Bleu Culinary Arts and the Academic Associate's degree in Le Cordon Bleu Patisserie and Baking, basic skills are followed by more complex skills which are then followed by courses in which many complex skills are required to successfully produce the require outcomes of the course. In other words sequencing is determined by the progression of difficulty.

5.15.1 How is the curriculum structured to ensure an increasing level of difficulty as the student progresses?

The curriculum is structured so that the skills that are taught, progress from basic to advanced, as students advance through the program of study.

5.16 How is the need for curriculum changes determined?

Le Cordon Bleu also has a minimum of two Program Advisory Committee meetings per year for both Culinary Arts and Patisserie and Baking. The PAC meetings include several employers, and Chair of the curriculum committee, President, and the Director of Education. The PAC has approximately 20 members, not all which attend each meeting.

The Program Advisory Committee meetings objective is to determine what changes may need to be made, or areas Le Cordon Bleu Atlanta needs to better focus on throughout the program. Employers on the board discuss potential opportunities and make suggestions as to how to better prepare students for the industry.

The PAC also includes alumni, which allows graduates to assist in curriculum evaluation and revision. The College has an alumni association that meets on a monthly basis. During those meetings, the agenda includes items such as curriculum, campus updates, and upcoming events. The Alumni Leadership Committee also provides a forum for regular contact with graduates and current students, giving them an opportunity to comment on the curriculum and College direction.

The curriculum committee then takes the information from the advisory and alumni boards and integrates as much a possible into the curriculum to help better serve both the students and employers.

5.16.1 How are faculty members involved in curriculum evaluation and revision?

Faculty members are involved in curriculum evaluation and revision through participation in advisory boards and the CET. Faculty members may also make recommendations to the academic administration.

5.16.2 How does the campus utilize follow-up studies of its graduates and employers to assist in curriculum evaluation and revision?

The institution conducts graduate and employer surveys to assist in the institution's evaluation and assessment of a program's curriculum. The institution's demonstrates the use of these surveys in the minutes of its CEP committee meetings, as well as the CEP.

5.17 What curriculum changes have been made during the last three years?

**Program Name**

Culinary Certificate: Changed from 27 semester credits to 55 quarter credits. A Catering and Buffet class was added to this program, as well as an additional 6 week externship.

P&B Certificate: Changed from 39 semester credits to 55 quarter credits. A Foundations I course was added, as well as an additional 6 week externship.

Culinary AOS program: Changed from 101 quarter credits to 107 quarter credits.

Patisserie and Baking AOS: Changed from 98 credits to 106 quarter credits.

5.17.1 What changes are contemplated for the next three years?

Le Cordon Bleu Atlanta anticipates no changes to its curriculum over the next three years.

5.18 How does the campus determine the appropriate allocation of contact time among lecture, laboratory, and intern/externship activities?

The institution considers the course delivery that most appropriately meets required course outcomes and objectives when allocating lab and lecture contact hours during program development.

Unit of Credit: The quarter credit hour is the unit of academic measurement used by Le Cordon Bleu College of Culinary Arts and California Culinary Academy. A minimum of 10 lecture hours of not less than 50 minutes each plus outside reading and/or preparation; 20 laboratory hours; or 30 externship hours; or an appropriate combination of all three constitutes one quarter credit hour.

5.18.1 How does the campus monitor the number of contact hours completed for each course?

The institution monitors contact hours through scheduling, classroom observation, and attendance posting.

5.19 What are the procedures for developing the application of the U.S. Department of Education's definition of a credit hour (as required in Section 2-2-503 of the *Accreditation Criteria*)?**Definition of a Credit Hour**

The institution awards quarter credit hours to reflect the successful completion of predetermined course learning objectives and requirements. A quarter credit hour represents an institutionally established equivalency of work or learning corresponding to intended learning outcomes and verified by evidence of student achievement. The institution has established equivalencies that reasonably approximate expected learning outcomes resulting from the following time commitments:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 10 - 12 weeks, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

5.19.1 Where are the procedures published?



The institution publishes its Definition of a Credit Hour Policy on pages 109 in *Le Cordon Bleu College of Culinary Arts and California Culinary Academy 2013 - 2014 Catalog*.

- 5.20 How does the campus determine the appropriate scheduling of classes in relationship to the needs of the students?

The class schedule was designed solely with the needs of the students in mind. Courses are scheduled on a six-week block calendar. Each class day is divided into multiple shifts beginning in the morning and ending in the evening. The multiple shift models allow students to more effectively schedule other activities around their class time. Each student is scheduled in to one shift of their choice upon enrollment (subject to availability).

- 5.21 If applicable, describe the method used to evaluate and award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences.

Le Cordon Bleu College of Culinary Arts Atlanta does not at this time evaluate or award competency credit based upon experience.

INSTRUCTION AND FACULTY

In responding to the questions below, please consult Section 3-2-200, 3-3-300, 3-4-300, 3-5-300, and 3-6-500 of the Accreditation Criteria.

- 5.22 Describe how physical facilities, equipment, and resources are used to enhance classroom instruction.

Classrooms are designed to facilitate learning and consist of 60,000 square feet. Within this amount of square footage our school houses ten kitchens: nine for production and demonstrations, and one for our restaurant Lumiere. We also have four lecture rooms, a computer lab, and a library. All of our classes whether they are production, demonstration, or lecture are able to hold forty-four students. This allows us to have at least 660 students at one time during each shift. Because we have four shifts and approximately 1100 students including externs we have more than enough room that will efficiently and safely house our students throughout their learning process.

Brad Johnson, Director of Procurement, is responsible for managing all technology and facility issues for staff, faculty, and students. His responsibilities include building maintenance, classroom upgrades, managing all electronic workstations, printers, copiers, e-mail access, telephone technology and classroom and management technology.

- 5.23 How are learning materials selected? Describe how instructional procedures and materials are evaluated to determine their effectiveness.

The institution evaluates instructional procedures and materials to determine their effectiveness based upon the skills learned by the students demonstrated through their homework, quizzes, exams, and projects. Program advisory boards, program faculty, and students evaluate these instructional procedures and materials.

The College regularly attends trade shows and business seminars that keep the management and academic staff up to date on materials and equipment and the College also subscribes to a number of trade related periodicals that also assist in this determination. Our ACF accreditation visits and PAC members also comment on our equipment during their visits.



The College follows current OSHA standards and uses NSF Approved equipment to provide properly maintained equipment with proper safety devices to students in the program. The College also maintains Equipment Operational Safety Manuals that outline how the equipment is to be used safely and properly. The College also has a Preventative Maintenance Contract with Atlanta Refrigeration-PM for refrigeration and ice machines and Ohara Electrical- PM for kitchen equipment and smallwares to insure equipment is maintained according to the manufacturer's specifications.

- 5.24 Describe how the campus ensures that students have access to appropriate learning materials (e.g., textbooks, laboratory equipment).

In addition to faculty evaluation of textbooks and course materials and equipment, the program advisory boards review the learning materials of the institution's programs to ensure that they are relevant and appropriate in supporting instruction to meet industry standards.

The College consults with experts in the industry to determine that the instructional materials and equipment are sufficient in quantity, as well as keeping internal inventory records of equipment and materials. The Academic Department works closely with Admissions to insure that quantities of training material are sufficient to meet student needs and training objectives.

Library materials are selected to support the curricula of the College with regular monthly acquisitions spread among all academic programs. The Regional Librarian works in conjunction with faculty to select materials which are accurate, current, and relevant. Similarly, the Regional Librarian strives for a balance across areas of instruction and formats of materials. The Regional Librarian is in regular contact with the faculty regarding specific needs for their classes. Requests and recommendations for materials are solicited and submitted in writing or via email. New materials are acquired in anticipation of emerging classes. Furthermore, the Regional Librarian reviews all course syllabi and project assignments to verify that materials covering all assigned areas are available. Materials are available in a variety of formats (print, video, and on-line) to meet different user needs and include books, pamphlets, clippings, posters, menus, periodicals, videos, and Internet-based resources. In addition to in house materials, all students have access to an online system (CECybrary).

- 5.25 Describe how the campus ensures that it maintains appropriate licenses for computer software and how it ensures compliance with copyright laws.

CEC maintains original software license and documentation at its offices, and the institution retains updated software inventories and summary of licenses. All computers are set with restricted privileges so as to ensure only authorized personnel may install software.

Le Cordon Bleu posts copyright laws at in classrooms and on copiers. Video recordings located in the school library are logged on Swank, a third-party company that provides licenses for the use of video and audio recordings in classroom settings. The student handbook also explains the copyright policy.

- 5.26 Who is responsible for faculty orientation?

Le Cordon Bleu Atlanta assists all new faculty members with the on-boarding process conducted through RedCarpet, an electronic on-boarding software application. During this on-boarding process, the new hire completes all pertinent paperwork. The Director of Education is responsible for additional orientation of new faculty.

- 5.26.1 Describe the orientation of the faculty to the campus.

The Human Resources Consultant and the Lead Instructors are responsible for faculty orientation. Upon their hire, instructors are oriented to the standards and policy and procedures



of Career Education Corporation and Le Cordon Bleu Atlanta by Human Resources consultants during regular new employee orientation meetings. The Director of Education, with assistance of the Lead Instructors, begins the orientation of new faculty to the College during the hiring process and continues it through the initial phases of the instructor's time on campus. This includes, but is not limited to outlining classroom policies and procedures, introduction to staff and faculty, orientation to the faculty and equipment, proving course documents, textbooks, etc. and providing appropriate course schedules .

5.27 How does the administration determine the qualifications of a faculty member to teach a particular course?

During the hiring process, Director of Education carefully examines an applicants' qualifications, which include (at a minimum) a resume, transcript, certifications, references, client list, and portfolio.

During the review process, the institution determines qualifications by:

- A. Academic degree and major
- B. Professional qualifications and experience
- C. Professional certifications
- D. Post-secondary professional growth evidence.

A routine part of the hiring process is to conduct a background check, with new employee authorization, to validate information provided in the employment process. In addition, a careful evaluation of all academic transcripts is done to ensure that academic qualifications have been met as required for earned degrees and credit hours.

To ensure that all faculty members meet the minimal accreditation requirements related to practical work experience or equivalent training in the subject being taught, Le Cordon Bleu College of Atlanta requires official documentation in the following areas:

- Verification through background check of previous employment and work experience
- Professional references which attest to prior practical work experience, training, along with skills and professionalism
- On-file official copies of college transcripts in each faculty member's personnel file
- On-file official copies of certifications, licenses in each faculty member's personnel file

5.27.1 Describe qualifications of non-degreed teachers for the subjects they teach.

Non-degreed faculty members must have work experience or training appropriate to the area in which they teach. The institution documents qualifications in a number of ways, including background checks, certificates of training, letters of recommendation, and resumes.

5.27.2 How are the qualifications documented?

The institution maintains official transcripts, employee data sheets, and resumes in a fireproof faculty file cabinet in the Academic department. Additionally, the institution publishes full-time faculty credentials in its catalog addendum.

5.28 Describe the procedure for collecting official transcripts, for qualifying credentials and/or those listed in the catalog, for faculty members.

The institution requests official transcripts during the hiring process. Upon receipt, the school files the transcripts in the permanent faculty files. Official transcripts from all previous college work must be received before an instructor is allowed to teach. Le Cordon Bleu College of Atlanta requires official documentation in the following areas:



- Verification through background check of previous employment and work experience
- Professional references which attest to prior practical work experience, training, along with skills and professionalism
- On-file official copies of college transcripts in each faculty member's personnel file
- On-file official copies of certifications, licenses in each faculty member's personnel file

5.28.1 If there are faculty members whose official transcripts are not on file, document what efforts are being made to obtain them. Please include any unique circumstances that may impact the ability to obtain such transcripts (such as political instability, institution closing, etc.).

Official transcripts are on file for all the faculty members:

5.29 In what ways does the campus evaluate instruction?

The Director of Education reviews the job description with the faculty members, creates performance goals, and clarifies expectations about outcomes. Additionally, Le Cordon Bleu Atlanta uses the following methods to evaluate instruction methods:

Faculty members are assessed regularly through announced and unannounced classroom observations and regular student course surveys. These surveys are anonymous and given to every student at the end of their 6 week course. They evaluate the course, the course materials, and the instructor. A formal evaluation is completed annually, with a semi-annual review to determine progress and attainment of goals. Faculty members with deficiencies are addressed by school administrators to determine an action plan for improvement. Faculty members are typically assigned to take on-ground or online classes dealing with the situation that has been identified.

5.29.1 What systematic processes are in place to enhance and promote teaching effectiveness?

The following items promote continuous improvement in teaching:

- Faculty and staff in-service trainings
- Professional development courses
- Instructor master classes
- Release time and tuition reimbursement

All faculty members also maintain annual faculty development plans that chronicle professional growth in important areas, such as attendance at meetings of professional organizations, seminar workshops, and trade shows or the completion of certifications.

Chef Instructors who teach Kitchen/Production classes are required prior to gaining employment to demonstrate applicable skills proficiency in a demonstration at Le Cordon Bleu which is reviewed and critiqued by the Lead Instructors and a screening committee of other faculty and administrators.

Additional training in instructional methods and teaching skills is provided through CEE Max Knowledge online sessions. All faculty members have completed three sessions in 2012 and are scheduled to complete three in 2013. These sessions were developed especially for culinary educators and focus on teaching techniques, instructional methods, dealing with diversity,



curriculum and student relations. The effectiveness of this training is evaluated during open forum discussions on in service days and through semiannual classroom observations to ensure learning outcomes of the courses are being used in the classrooms.

Faculty members are required to attend faculty training seminars and workshops conducted throughout the course of the academic year. They are also required to attend in service sessions. Designated on-line courses serve to keep faculty abreast of current concepts in the education field. In addition faculty members through their membership in organizations and associations related to their field of instruction are able to share best and most current industry practices for application in the classroom

- 5.30 What is the system in place to ensure that annual faculty development plans are on file for each member of the faculty and signed by the faculty member and his/her supervisor?

For new faculty members, the Director of Education ensure the completion of plans and their placement in the faculty files within 30 days of employment. The plan is developed with the assistance of Director of Education and tailored to the faculty member's professional growth goals. Each faculty members reviews the plans throughout the year alone and together with the supervisor; these efforts allow for modifications as new opportunities arise and also track completion. Annual faculty development plans are updated during the CEC performance appraisal process. The faculty member and supervisor sign the plans.

- 5.30.1 How are the activities on the plan determined? How does the campus ensure that the plans are individualized for each faculty member?

Lead Chef Instructors assists in the development of the plan with the assistance of Director of Education. The plan is tailored to the faculty member's professional growth goals, current professional experience, and level of education.

- 5.30.2 How is the plan implemented?

Faculty are responsible for the implementation of the plan. Certificates, receipts, badges, and copies of transcripts are acceptable forms of professional development documentation to demonstrate completion. Faculty files store these documents.

- 5.30.3 How often is the plan reviewed?

The institution periodically reviews development plans with the faculty to ensure they are on track to meet their professional development goals. These plans are formally reviewed during mid-year and end of year performance appraisals.

- 5.31 Describe how the campus ensures that all faculty complete development plans.

For new faculty members, the Director of Education has the responsibility to ensure that plans are completed and placed within the faculty files within 30 days of employment. Annual faculty development plans are updated during the company-wide performance appraisal process and signed by the faculty member and his/her supervisor.

- 5.31.1 How are the activities documented by the campus?

Faculty must document the completion of their activities included in their faculty file. Acceptable forms of professional development documentation that demonstrate completion include certificates, receipts, badges, or copies of transcripts. These documents are stored in each faculty file.



5.32 Describe the program of in-service training for the improvement of instruction and curriculum.

Le Cordon Bleu Atlanta provides in-service training designed to enhance professional growth and to improve instruction and curriculum. All faculty members may attend these sessions. Participation is documented at the close of the training. For those who are unable to attend a scheduled in-service training, materials are emailed to instructors and stored on the server for archival access.

5.32.1 List the schedule for the next 12 months.

The schedule for 2013 is as follows:

2/15/2013 – Retaining Students and Learning Styles Revisited

- Teacher Training – Part One
- Discussion of Pedagogy, identify strengths and weaknesses, teacher collaboration
- Peer to Peer Training - Professional Development
- Department Meetings

3/38/2013-3/29/2013 – Classroom Management (2 day In-service)

- Addressing student control over environment
- Classroom expectations and consequences
- Do students fear academic success?
- Teacher Training – Part Two
- Positive classroom management methods
- Peer to Peer Training – Professional Development
- Department Meetings
- Team Building Event/Activity – Market Basket Cooking

5/16/2013 – Keeping Students Motivated

- The educator's role
- Why are some students focused?
- Behavioral, humanistic, cognitive and sociological methods
- Use of intrinsic and extrinsic approaches
- Teacher Training – Part Three
- Student-to-student Teaching
- Peer to Peer Training – Professional Development
- Department Meetings

6/28/2013 – Engaging Prior Knowledge

- Connecting the link between what is known and learning



- Understanding memory pathways
- Use of concept mapping in a culinary environment
- Teacher Training – Part Four
- Strategies for activating prior knowledge
- Peer to Peer Training – Professional Development
- Department Meetings

8/15/2013-8/16/2013 – Effective Ways to Check for Understanding (2 day In-service)

- Identifiers that a student is really learning
- Assessment for Learning methods
- Practical suggestions and case studies discussed
- How to target learning objectives?
- Teacher Training – Part Six
- Understanding formative and summative assessments
- Peer to Peer Training – Professional Development
- Department Meetings
- Team Building Event/Activity – Industry Visit

9/27/2013 – Active Instructional Strategies

- Building your tool box with diverse activities
- Identifying the special needs of the class
- Address various pathways for retention of knowledge
- Creating cultural relevance in lessons
- Teacher Training – Part Five
- Strategies for engaging and relevant teaching
- Peer to Peer Training – Professional Development
- Department Meetings

11/07/2013-11/08/2013: Culturally Proficient and Relevant Teaching (2 day In-service)

- Examine possible cultural barriers for student
- Strategies for inclusive instruction
- Building links to real-world applications
- Case studies on stimulating student curiosity
- Teacher Training – Part Seven; Annual Assessment and Review



- Peer to Peer Training – Professional Development
- Department Meetings
- Team Building Event/Activity – Market Basket Cooking

In-service Agendas

- Continental Breakfast
- Welcome; President & Director of Education
- Main Topic; Director of Education/Lead Instructor or Visitor
- Peer to Peer Training – 1 – 2 Instructors, TBD
- Lunch
- Department Meetings – Curriculum & Technique Focused

The schedule for 2014 is as follows:

2/14/2014

- Enhanced Portal Use
- Discussion Boards
- Seafood fabrication, Chef William Hewett, CEC
- Making chocolates, Chef Thomas Numprasong, CEPC

3/27 & 3/28, 2014

- Differentiated Instruction
- Using the whiteboard for effective teaching
- Stir fry techniques, Chef Benny Vega, CEC
- Asian ingredient workshop, Chef Joe Petraglia
- Gluten-free baking, Chef Amy Ponzoli

3/15 & 3/16, 2014

- Cooperative Learning
- Technology Enhanced Instruction
- Coping with Stress
- Sausage Making, Chef Alan Knight, CEC
- The Cuisine of South America, Chef Ticha Krinsky, CEC

6/27, 2014

- Field trip to the Atlanta Food Truck Park
- Business Considerations for Food Trucks



8/14 & 8/15, 2014

- Using the Internet as a Teaching Tool
- Effective Classroom Environments
- Faculty heritage day: cook, share and discuss the history your dish
- Field trip to Inland Seafood

9/28, 2014

- Student Assessment and Evaluation
- Philosophy and Purpose of Team Projects
- Wine Workshop, Brandon Dukes

11/6 & 11/7, 2014

- Using the internet as a teaching tool
- Best Practices for in-class student advising
- Tea workshop, Outside Presenter
- Volunteer Day

5.33 Describe how the administration documents professional growth for full- and part-time faculty members.

The administration uses faculty development plan summary forms to demonstrate professional growth. Each faculty member discusses and documents a professional growth plan for the calendar year with Director of Education. These plans list opportunities for training, professional memberships, community involvement, additional certifications, and formal classes. Faculty files include this documentation, as well as evidence of completion of professional growth.

5.34 Describe the frequency, content, and documentation of faculty meetings.

Faculty meetings are scheduled at least 8 times per year during in-service. The Director of Education determines the agenda and content of the meetings, and Lead Chef Instructors record and maintain meeting minutes. Le Cordon Bleu Atlanta ensures the availability of meeting minutes for those faculty members not present at the meeting, via email.

5.35 Describe the plans for ongoing improvement in curriculum and faculty.

The following elements determine ongoing improvement in curriculum and faculty:

- Faculty observations performed by school administrators
- Student teacher course evaluations
- Advisory board and industry partner demands and feedback
- Faculty and staff in-service trainings
- Professional development courses
- Online course available through the company intranet, ConnectEd



- Release time and tuition reimbursement

5.36 What are the normal teaching loads, number of field preparations, and number of subject preparations for full-time and part-time instructors at the campus?

Full-time and part-time instructors teach no more than five classes per term with no more than three preparations each term. Graduate-level instructors teach no more than three classes per term with no more than two preparations each term. The normal teaching load for full-time and part-time faculty is 30 hours per week. Faculty will teach no more than three field or subject preparations. The normal teaching load for each full-time instructor is 14 quarter credit hours per 6 week teaching module averaging 2 classes per instructor. The normal teaching load for part-time faculty varies; part-time adjunct faculty members can teach between 3 and 10 quarter credits hours per module on a regular basis and up to 12 quarter credit hours on a case by case basis. Each instructor is generally assigned to an individual subject and, therefore only carries a single subject preparation. In some cases, instructors may teach two subject modules.

5.37 What is the student-teacher ratio, for each program area, at the campus?

The overall student/teacher ratio at Le Cordon Bleu Atlanta is: 18:1

Associates of Occupational Science in Le Cordon Bleu Culinary Arts 19:1

Associates of Occupational Science in Le Cordon Bleu Patisserie and Baking 18:1

Certificate in Le Cordon Bleu Culinary Arts 17:1

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREE INSTITUTIONS

5.38 Describe how the general education courses offered by the campus contribute to the development of the student.

General education courses include Mathematics, English, History, Speech, and Psychology which provide a comprehensive introduction to the discipline with emphasis on critical thinking, problem solving, and analytical skills needed for success in an educational program. For example, our curriculum includes a general education course in psychology. The effort is to facilitate a better understanding of those human interactions and reactions that one must depend upon daily. Applied general education courses are presented in cost control, nutrition, hospitality supervision, food safety and wine and beverage providing specific emphasis on culinary subjects.

5.38.1 Cite examples:

A second way of viewing how general education courses contribute to the development of the student is to look at the courses to ascertain how they interrelate with the required culinary courses. Every culinary course requires some type of written assignments. Often they include mathematical calculations and or a written description of some product. Without Mathematics and English courses required of all students, it would be more difficult to complete the assignments in a satisfactory manner. Closer scrutiny of the actual assignments reveals a marked increase in the quality of the submissions as students progress through the curriculum. Submissions made after completing English, Mathematics, and Psychology show the most notable improvement in overall quality, especially in the realm of analytical thinking. We believe this to be directly linked to the maturation of analytical and expression skills that are developed in the general education courses. An example would be of our College Math class



(MAT1150). This class teaches the fundamentals of applying math to real-world situations. This is immediately used in the culinary classes where measurement and conversions are an essential part of culinary arts training, but is also an effective way of teaching students to apply logic and process to solving real-world problems. The Math class that focuses on problem solving and applying problem solving techniques to real world situations. We work to integrate curriculum with the culinary classes so students can apply mathematical concepts to culinary problems they will face on a day to day basis in their career. When students are challenged to see mathematical concepts in the work they do in the kitchen we find they develop a deeper understanding of math and they are more engaged in the process when it relates to the work they will be doing. Our English class also integrates culinary concepts into the teaching of English. Students are tasked with menu development and writing critical articles about food. Students are introduced to concepts about food safety in their beginning classes that are followed up on in the English class. Students are given writing assignments that are based on concepts they learn in their culinary classes. This process, like the math class, engages student and keeps them interested in the process of learning English because the material is related to what they are studying in the culinary or baking field.

General Education Requirements

CST 1050 – Speech

Students study the skills and techniques of effective communication and the application of those skills to our daily lives. Topics include an awareness and appreciation of the complexities of the communication process, understanding inter- and intra-personal communication, identifying barriers to communication, and resolving conflict in communication.

ENG 132 – English Composition

In this course, students are expected to study and apply composition principles to a variety of writing modes, focusing on the writing process, intended audience, consistent point of view, correct grammar, concise language, appropriate style and effective organizational strategies.

HUM 1101 – Culinary History

This course is a foundation course in Culinary History. In this course, students are provided an overview of the cultural aspects of food, the societal influences and origins of culinary traditions, dietary patterns, and influence of food in ethnic groups and societies. They will also trace the emergence of the role of the Chef through history.

MAT 1150 – College Math

This course is designed to teach mathematical concepts that are a basic necessity for dealing with contemporary problems and issues. The course provides students with the opportunity to learn basic mathematical systems, work with edible portion quantities and as purchased quantities, edible portion costs vs. as purchased costs, yield percentages and determining selling prices as they relate to the culinary industry.

PSY 2101 – Introduction to Psychology



This class is a foundational course designed to give the student a basic understanding of the psychology of human behavior. The student will be given exposure to the concepts, terminology, principles, and theories that comprise an introductory course in psychology. Topics covered are to synthesize the broad range of knowledge about psychology, to emphasize research methodology, to encourage critical thinking, and to convey a multicultural approach that respects human diversity and individual differences.

OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

5.39 Describe how part-time faculty are utilized by the campus.

Le Cordon Bleu Atlanta is a vibrant institution focused on providing career education for students. Adjunct faculty members add to the diversity and professionalism of the teaching faculty and play a vital role in fulfilling the mission of the institution. Adjunct faculty members teach those classes for which they are academically qualified.

5.39.1 What percentage of the faculty is part-time?

22% (7 out of 32) of the faculty members at Le Cordon Bleu Atlanta are part time.

5.39.2 Describe the procedures for evaluation and monitoring of part-time faculty.

All evaluations, in-service training and procedures required of full time faculty are required of part time faculty. There is a single standard with which all faculty members must comply.

- o Faculty observations performed by school administrators
- o Student teacher course evaluations

ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREE INSTITUTIONS

5.40 What percent of those subjects which are part of academic associate's, bachelor's, and/or master's degree programs are taught by faculty members possessing advanced degrees as required in the Accreditation Criteria?

N/A

5.40.1 Describe the efforts to recruit and retain qualified faculty members.

N/A

5.41 What evidence is available to indicate that the members of the faculty are teaching courses which are based on their major and minor academic preparation and related experience?

N/A

5.41.1 If any faculty members teach a course outside of their academic major or minor, list their names and describe for each, how the administration determined their qualifications to teach their assigned subject(s). How are the qualifications documented?

N/A

5.42 Describe how the campus ensures that there is sufficient enrollment in the second year of a two-year program or upper division courses in baccalaureate degree programs.



N/A

MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

5.43 Describe the oversight committee who has the responsibility for developing, modifying, and maintaining each graduate program.

NA

5.43.1 How often does the committee meet?

NA

5.43.2 What documentation does the campus maintain to evidence the role of this committee in the development of the program(s)?

NA

DOCTORAL DEGREE INSTITUTIONS

5.44 What evidence is available to demonstrate that the members of the faculty are experts in their field of study in which they are assigned to teach?

NA

5.45 Describe how the campus encourages its faculty to engage in practical or scholarly research and to publish in professional journals.

NA

5.46 Explain how the core full- and part-time faculty is effective in ensuring the sound direction and development of its doctoral degree program(s).

NA



6. EDUCATIONAL FACILITIES

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curriculum, faculty, and students. In responding to the questions below, please consult Sections 3-1-600 through 3-1-602 of the *Accreditation Criteria*.

6.1 Describe how the buildings, classrooms, equipment, furniture, and surroundings meet the needs of the campus in size and scope.

Facility:

The school's facility is 60,000 square feet. Within this amount of square footage our school houses ten kitchens: five for production, four for demonstrations, and one for our restaurant Technique. We also have four lecture rooms, a computer lab, and a library. All of our classes whether they are production, demonstration, or lecture are able to hold forty-four students. This allows us to have at least 660 students at one time during each shift. Since we have three shifts and approximately 950 students including externs we have more than enough room that will efficiently and safely house our students throughout their learning process. Since our last accreditation in August 2010 our school has had the following done to improve its function:

- Ceiling tiles cleaned and replaced to ensure cleanliness throughout the school.
- Our lecture room A/V equipment has been upgraded to accommodate the needs of the instructors and students.
- We extended our faculty/staff break area to the student population.
- We have expanded our library to accommodate twelve more computers.
- We had our common area flooring upgraded from carpet to tile to ensure the cleanliness of the school.
- We added two deck ovens to accommodate our P&B program
- We have added a student server and Wi-Fi access on campus to accommodate the IT needs of our students.

The parking and outdoor areas are well lit, and Le Cordon Bleu's interior and exterior campus is equipped with 24/7 recorded video surveillance. Le Cordon Bleu Atlanta contracts Wackenhut security for their security system as well as 24/7 fire monitoring services.

Each instructional space is equipped with the appropriate heavy duty, commercial grade equipment applicable to the instructional objectives of each space. All culinary labs and classrooms are also equipped with Audio/Video solutions designed to enhance the delivery of instructional materials and the demonstration of culinary techniques.

Le Cordon Bleu Atlanta uses several tools and methods to assess the effectiveness of the institutions educational resources to meeting the needs of our programs. Major capital expenditures are evaluated and requested for approval thru our budget process on an annual basis involving the President, Business Operations Manager, Procurement Director, and the Director of Education re-evaluating the needs and making adjustments as needed throughout the year. Comments from student and staff surveys are considered, employer comments as well as feedback from the Program Advisory Committee and review visits from Le Cordon Bleu International representatives. Employees and



Faculty are also instructed to bring comments and suggestions up thru the management chain for consideration. The curriculum committee also may make recommendations to the Academic department as program revisions are being considered and put into place. The Academic department also budgets annually for the replacement of small wares used in the Culinary Labs.

The facilities management team has assessed the institutions facilities as well and believes that the facilities meet the needs of all current program objectives. The facility is in compliance with all applicable federal state and locals codes for occupancy, health and safety.

Equipment:

Le Cordon Bleu Atlanta labs are furnished with commercial grade cooking equipment and small wares in sufficient quantities to provide hands-on cooking technique to each student. Each lab is also equipped with an LCD TV or multimedia projector, DVD/VCR player, and a pan-zoom-tilt video camera as its A/V solution. The equipment is maintained through regularly scheduled preventative maintenance coordinated by the Facilities/IT Manager and performed by factory authorized service agents, the facilities coordinator, information technology assistant, and/or qualified third-party vendors.

The General Education classrooms are furnished with comfortable and maintained worktables and Lead Instructors. All classrooms are equipped with whiteboards, a computer driven flat screens that are connected to the network, projection screens, a sound system, PC and a DVD/VCR player.

The computer lab is equipped with 40 PCs for students and a desktop computer for instructor use. The lab is also equipped with whiteboard space, a projection screen, a multimedia projector and a network printer.

The library is equipped with shelves for books and periodicals, as well as seating for up to 36 students. It is also equipped with 2 desktop computers, a network printer, and a copier for student use. The Learning Resource Center (LRC) is connected to the library. It contains an area for testing and is equipped with 8-10 cubicles for test taking.

Third-party vendors are utilized as necessary to provide troubleshooting and repair assistance to HVAC, steam, lighting and building security systems.

6.1.1 Describe how the facility in compliance with all applicable federal, state, and local codes for occupancy and safety?

The exterior and interior surroundings are safe, properly maintained, and comply with local, state and federal building, safety, and health codes, as evidenced by the institution's most recent inspection certificates and certificate of occupancy.

6.2 Does the campus utilize a campus addition or additional space?

Yes No

6.2.1 If yes, describe these locations.

N/A

6.3 Describe any plans to improve the physical plant and equipment.

We are requesting to add three new classrooms, additional consolidated storage, and move the faculty room and Learning Resource Source Center in existing space to accommodate a growing student population. All facility changes conform to local code and are inspected regularly. All inspections



included will confirm that our facility meet fire, safety, and sanitation standards that are required by regulatory authorities. Due to our facilities being leased we are inspected regularly by banks, property managers, and property owners. We are also inspected annually by DeKalb County Fire department, which is usually unannounced since it is setup through the property management company TPA Realty.



7. PUBLICATIONS

It is important that an institution recognize the value of "truth in advertising" when promoting its operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and must reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft. In responding to the questions below, please consult Sections 3-1-700 through 3-1-703 and Appendix C of the *Accreditation Criteria*.

7.1 Describe how the catalog reflects the educational programs, operations, and services.

The catalog and addendum of Le Cordon Bleu Atlanta communicate its mission and goals and provide general information concerning administration, educational programs, course descriptions, policies, procedures, services, and physical facilities.

- The catalog contains a description and listing of learning objectives and curriculum requirements of each current program. The course descriptions provide the required credit hours, prerequisites and learning objectives.
- General school and department-specific policies and procedures are provided for the academics, admissions, learning resource center, and career services departments.

7.1.1 How often is the catalog published?

The catalog is published annually. The addendum containing the academic calendar, faculty listing, and the tuition and fees schedule is updated between publications.

7.2 How does the campus ensure that all enrolled students receive a copy of the campus catalog?

Any individual who requests the catalog receives a copy of the institution's catalog. The institution provides prospective students with a copy of the catalog during the interview and enrollment process, and they acknowledge receipt on their Enrollment Agreements. The school may provide a copy of the catalog personally, via email, U.S. mail, or through the Le Cordon Bleu Atlanta website. Admissions representatives provide an overview of the catalog during the enrollment slideshow and use the catalog as a source of information provided to prospective students.

7.2.1 What other publications are provided to enrolled students?

The institution's enrollment process uses program slicks detailing the courses for each program, and the institution provides scholarship and scholarship event information to students upon enrollment. Le Cordon Blue Atlanta also provides program-specific information during new student orientation.

7.3 Describe the advertising and promotional literature.

The compliance department approves advertising and marketing materials prior to distribution to ensure compliance with federal, state, and regulatory requirements. The institution participates in direct mail, television, internet, and e-mail advertising. The advertising and promotional literature of Le Cordon Bleu Atlanta, as well as its website, accurately reflects the dignity, integrity, and commitment of Le Cordon Bleu Atlanta to its educational mission.

- Television: 30 second, 30 minute paid programming. Radio: 15 and 30 second spots endorsed by on air personality; program sponsoring. These spots are campus specific and can either be event oriented or program(s) specific.



- Internet: School website, education oriented sites, i.e. Fastweb, Petersons and Quinstreet. Email campaigns to new and existing database.
- Collateral Marketing Materials*: Program slicks (campus specific), general brochure (campus specific), interactive DVDs (divisional), career guide (divisional).
- Direct Mail*: Campus specific or event specific survey letters and postcards.
- Newspaper*: Display advertisements. This option is not used often. Advertisements are not placed in traditional newspapers but rather alternative papers.
- Yellow Pages*: Display and line advertisements. This is campus specific.
- High School: Presentations.
- Career Fairs: Fairs are campus-based predominantly.

*The institution has access to all print materials, which are archived, it can provide hard copies upon request.]

7.4 Describe any plans for changes in publications.

The institution adds approved programs to the current offerings as they become available, and it will incorporate into the new publication any information currently contained in the catalog addendum. Other disclosure documents, including graduate and placement numbers, are updated as required by federal, state, and accrediting agencies.

7.5 If applicable, describe how the courses are numbered and identified in the catalog to indicate that advance work is offered and based upon the appropriate prerequisites.

Le Cordon Bleu College of Culinary Arts Atlanta uses a course numbering system that consists of a three- or four-letter prefix followed by three numbers and indicates both the area of study and general freshman or sophomore level of the course. Courses numbered 100-199 are generally taken during a student's first academic year. Courses numbered 200-299 are generally taken during a student's second academic year. Although the course number indicates the general level of study, courses may be completed out of sequence with a student's current study level, upon approval from the Director of Education. The unit of credit is the semester/quarter credit hour.

7.5.1 How does the catalog explain the course numbering system?

The course numbering system is described on page 19 of *Le Cordon Bleu College of Culinary Arts and California Culinary Academy 2013 - 2014 Catalog*.

7.6 If applicable, describe how and where the catalog identifies the general education courses required in a program.

The institution's catalog clearly identifies general education courses. The general education course descriptions include course numbers, course titles, and credits earned for each course. Within the course descriptions section of the catalog, the general education course descriptions also identify the course number, course name, credit, and prerequisite needed.

7.7 Describe the published performance information concerning student achievement.

Within each program webpage, a disclosed Graduation Rate and Employment Rates may be found as applicable to the campus or program. Graduation Rates are calculated using the Student Right-to-Know formula in order to comply with U.S. Department of Education requirements. The statistics



track all first-time, full-time and certificate or degree-seeking undergraduate students who began school during the date range and have completed within 150% of the normal program length. On-Time Completion Rates may also be found on each program webpage where applicable and are calculated using the gainful employment formula in order to comply with U.S. Department of Education requirements. The statistics track all students who graduated from their program between a July 1st through June 30th period and have reached completion within the program's designed timeframe.

7.7.1 Where is the campus performance achievement information published?

The campus performance achievement information is published at <http://www.chefs.edu/Disclosures>



8. LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational program. The effectiveness of the library or learning resource center is of the utmost importance for institutions. Its collections should be appropriate and adequate to support the educational programs. They should be used by both students and faculty. The library or learning resource center should be organized with the educational needs of the particular institution in mind. The acquisition of materials should reflect the changing and developing trends of the business and technical world. In responding to the questions below, please consult Sections 3-1-800, 3-2-200, 3-3-400, 3-4-400, 3-5-400, and 3-6-700 of the *Accreditation Criteria*.

FOR ALL INSTITUTIONS

8.1 Explain how the instructional resources serve the needs of the educational programs.

The Cybrary provides continuous student and faculty access to library resources. Managed by a qualified Dean of Library Services located at CEC's campus support center, the carefully selected digital collection supports students as they advance through their programs of study. The collection includes quality, full-text, peer-reviewed articles from scholarly journals and full-text electronic books. The selection of Cybrary resources is done in collaboration with faculty, Regional Librarians, and local librarians across CEC. Regional and local Librarians engage with faculty at the campuses to identify the specific resources needed to support the curriculum offered at each campus.

8.1.1 Describe any contracts or agreements with outside libraries or resource centers.

The library does not currently maintain formal contracts or agreements with other libraries or resource centers.

8.2 Briefly describe the physical and/or online holdings of the campus. (For online holdings, list the full-text databases in which the library maintains active subscriptions.)

Students have access to the Cybrary – a digital library available from their campus locations, as well as from home. Password protected access to the Cybrary is available through the school's student portal. The current full-text electronic books and e-journals available through the Cybrary include more than 7,000 full-text journals related to business, math, English, psychology, history, current events and a myriad of topics applicable to assignments for each program. Some specific resources include:

[Academic Search Premier \(Ebsco\)](#): Academic Search Premier, the world's largest scholarly, multi-disciplinary, full text article collection designed specifically for academic institutions. This scholarly collection provides full text journal coverage for nearly all academic areas of study.

[Chronicle of Higher Education \(Chronicle of Higher Education\)](#): Chronicle of Higher Education covers news, information and jobs for college and university faculty members and administrators.

[Credo Reference \(Credo\)](#): Need a definition? Credo Reference is the world's largest online reference service, offering access to over 600 encyclopedias, dictionaries and reference books from over 80 of the world's leading publishers.



[Culinary Arts \(Gale\)](#): The Culinary Arts Collection includes 250 of the major cooking and nutrition magazines from 1980 to present, as well as almost 20 reference titles from Delmar. The Collection provides researchers with thousands of searchable recipes, restaurant reviews, industry information and practical instruction, including creating baked goods, preparing popular recipes, managing weight, choosing the right wine, gaining catering experience, preparing fast meals and practical advice on opening a restaurant.

[Ebook Collection: \(Ebsco\)](#) E-Book Collection is a multi-disciplinary collection of e-books. The collection includes scholarly and reference materials and classic works of literature that are in the public domain.

[Eric](#): ERIC, the Educational Resource Information Center, provides access to education literature and resources. This collection provides access to information from journals included in the Current Index of Journals in Education and Resources in Education Index.

[Food Science Source](#): Valuable resource for information on the food industry. This collection covers more than 1400 publications, including journals, monographs, and magazine and trade publications. Also includes more than 1000 key food industry and market reports.

[GreenFile \(Ebsco\)](#): GreenFILE offers well-researched information covering all aspects of human impact to the environment. Its collection of scholarly, government and general-interest titles includes content on global warming, green building, pollution, sustainable agriculture, renewable energy, recycling, and more. This database provides indexing and abstracts for more than 384,000 records, as well as Open Access full text for more than 4,700 records.

[Hoover's Pro](#): A database of over 14,000 capsules offers profiles of individual companies, with links to news, lists, stock quotes and 4,000 full profiles. Searchable by company name, individual surnames, keywords, and ticker symbols. Full Text.

[Hospitality and Tourism Complete \(Ebsco\)](#): Hospitality & Tourism Complete covers scholarly research and industry news relating to all areas of hospitality and tourism. This collection contains more than 828,000 records, with coverage dating as far back as 1965. There is full text for more than 490 publications, including periodicals, company & country reports, and books.

[IEEE/Xplore](#): IEEE Xplore provides more than 3 million full text documents in technology and engineering. Resources include top-cited journals, eBooks and conference proceedings.



[Library Information Science & Technology \(Ebsco\)](#): Library, Information Science & Technology Abstracts (LISTA) indexes more than 560 core journals, nearly 50 priority journals, and nearly 125 selective journals; plus books, research reports and proceedings. Subject coverage includes librarianship, classification, cataloging, bibliometrics, online information retrieval, information management and more. Coverage in the database extends back as far as the mid-1960s.

[MasterFILE Premier \(Ebsco\)](#): MasterFILE Premier contains full text for more than 1,900 periodicals covering general reference, business, health, education, general science, multicultural issues and much more.

[Newstand \(Proquest\)](#): Proquest Newstand offers access to full text of over 1300 newspapers. The collection includes national newspapers including Chicago Tribune, New York Times, Washington Post, Wall Street Journal and Christian Science Monitor.

[Opposing Viewpoints In Context \(Gale Cengage\)](#): Opposing Viewpoints In Context covers today's hottest social issues, from Terrorism to Endangered Species, Stem Cell Research to Gun Control. The database brings together all the information that's needed to fully understand an issue: pro and con viewpoint articles, reference articles that provide context, full-text magazines, academic journals, and newspapers, primary source documents, government and organizational statistics, multimedia, including images and podcasts, links to selected web sites, and more!

[Regional Business News \(Ebsco\)](#): Regional Business News provides full text for more than 80 regional US and Canadian business publications.

[Safari Books Online \(Proquest\)](#): Safari Books Online covers E-books in Business and Technology. This collection covers over 7,000 e-books and covers the technologies most essential to users including certification, enterprise computing, Java, Linux/Unix, Web development, Windows, Microsoft Office, XML, and more. Safari also gives you access to hundreds of books about business, management and marketing. You can search hundreds of books simultaneously online, saving time and quickly finding the information you need.

- 8.3 Explain how the quantity and quality of instructional resources are appropriate for the size and scope of the campus.

The Regional Librarians work with faculty to select current and relevant materials that support the curriculum offered by the institution. The Regional Librarians strive for balance across areas of instruction and formats of educational materials. Requests and recommendations for materials are solicited and submitted in writing or via email. New materials are acquired in anticipation of emerging classes. Furthermore, the Regional Librarians review all course syllabi and project assignments to ensure that the library resources sufficiently support instructional delivery.



The Regional Librarians serve as a liaison between campus-based faculty and the shared library services located at CEC's campus support center. These individuals work closely with the Dean of Library Services to develop electronic library collections.

8.4 Explain how reference materials and periodicals are organized for easy usage and preservation.

Reference materials and periodicals are held in electronic databases called the Cybrary. The Cybrary is accessible through the Library page of the student portal. Le Cordon Bleu College of Culinary Arts Atlanta currently maintains a virtual library through Cybrary and has no reference materials and periodicals aside from the textbooks that students use in their classes. Le Cordon Bleu College of Culinary Arts Atlanta currently maintains a virtual library through Cybrary and has no reference materials and periodicals aside from the textbooks that students use in their classes.

8.5 Who is responsible for developing and maintaining an up-to-date inventory of instructional resources?

Laura Rice is the Regional Librarian. The full-time Regional Librarian has a Master's Degree in Library and Information Science from an ALA-accredited university. She has three years of experience in libraries and several prior years of instruction and training experience. She is an active member of the American Library Association (ALA) and holds memberships in subchapters within the ALA, including the American College & Research Libraries and Library Instruction sections. She attends professional conferences and online webinars through the ALA and remains current by reading several library publications and discussion lists. There is an additional Regional Librarian to provide support who also has a Master's Degree in Library and Information Science from an ALA-accredited university and is also an active member of the ALA.

The Regional Librarians work with faculty to select current and relevant materials that support the curriculum offered by each school. The Regional Librarians strive for balance across areas of instruction and formats of educational materials. Requests and recommendations for materials are solicited and submitted in writing or via email. New materials are acquired in anticipation of emerging classes. Furthermore, the Regional Librarians review all course syllabi and project assignments to ensure that the instructional resources are sufficient to support instructional delivery.

The Regional Librarians serve as a liaison between campus-based faculty and the Shared Library Services located at the corporate Campus Support Center. They work closely with the Dean of Library Services to develop electronic library collections and instructional guides.

8.6 What is the budget for instructional resources (excluding personnel allocations)?

Le Cordon Bleu College of Culinary Arts Atlanta's library resource center (LRC) is allocated an annual budget to obtain additional materials regularly.

Office Supplies & Equipment: \$51,840

Dues: \$18,000

Publications & Subscriptions: \$(not listed separately on the budget)

Resource Center/Library: \$6,000

Allocation to CECybrary digital library: \$10,389.

Total: \$86,229



The budget allocations for library acquisitions have increased on an annual basis and it is anticipated that this amount will continue to increase annually as the student population continue grow. The Library will continue to update its resources on a yearly basis.

8.6.1 How is the budget determined?

The annual LRC budget is determined by student enrollment.

8.7 Describe the assessment strategy for library resources and information services.

Each month the Regional Librarian uses an assessment template to collect utilization data, to analyze the quality of collections, and to weed or add materials based on these utilization statistics. Each library submits this report to the Dean of Library Services, who prepares a comparative report to ensure that libraries provide excellent academic support to the students.

- The data collected for assessment includes:
- Physical collection – the total number of volumes held and circulated;
- Electronic collection – the total number of database subscriptions and number of times used;
- Space assessment – inventory of number of seats for study space and number of computers for students;
- Gate count – the number of people using the library;
- Reference and instruction transactions – the total number of reference transactions completed by ground librarians or LRC coordinators to track student assistance in person; [Campus to include transactions completed by online librarians to track assistance provided to students through email, online chat and phone]
- Library trainings and workshops – the total number of workshops provided to students each quarter.

8.8 Describe the training for students and faculty to utilize library resources as a part of the learning process.

Librarians provide regular workshops and training to students and faculty. This training demonstrates the resources, their availability, procedures for access to the library, and use of these resources.

8.9 Describe the facility where library and instructional resources are held.

The institution's library occupies a space approximately 3500 square feet located in the academic administration area surrounded by classrooms. The area contains 6 study tables with seating for 24 people, a staff work space, reading area, 30 Internet-ready computers, a laser printer, photocopier, and document scanner are available for use. Current students and staff may also access the institution's wireless network in the library.

8.10 Describe any plans for improving instructional resources.

The Regional Librarians serve as a liaison between campus-based faculty and the shared library services located at the CEC campus support center. They work closely with the Dean of Library Services to develop electronic library collections. The Regional Librarians engage with faculty at the campuses to identify the specific resources needed to support the curriculum offered at each campus.



Similarly, the Regional Librarians strive for balance across areas of instruction and formats of educational materials. Requests and recommendations for materials are solicited and submitted in writing or via email. New materials are acquired in anticipation of emerging classes. Furthermore, the Regional Librarians review all course syllabi and project assignments to ensure that the library resources are sufficient to support instructional delivery.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

8.11 Who is responsible for assisting students and faculty in the use of the library during posted library hours? If the individual is professionally trained, describe these qualifications.

Student workers staff the institution's LRC to assist students. For research and reference support, the student LRC staff guides students to shared services online reference support. A full-time Regional Librarian supervises the student LRC staff; this person has a Master's Degree in Library and Information Science. The Dean of Library Services, located at the CEC campus support center, and the seven online reference librarians possess MLS Degrees from ALA-accredited institutions.

8.11.1 If there are library assistants describe how these individuals are trained to assist students and faculty.

Librarians have step-by-step instruction manuals for all functions of the library, including how to find print and online library resources.

8.12 Explain how the instructional resources serve the needs of the educational programs.

The institution's LRC supports the educational programs through a robust collection online resources and audiovisual materials. The specialized collection covers all areas of the Le Cordon Bleu Atlanta programs.

The institution has a Cybrary, an extensive collection of electronic resources to support student learning. This digital library contains a collection of full-text journals, books, and reference materials. Additionally, patrons may also obtain instructional guides for using electronic library resources. The library does not currently maintain formal contracts or agreements with other libraries or resource centers.

8.12.1 How does the campus determine which reference works are acquired?

The Cybrary provides continuous student and faculty access to library resources. Managed by a qualified Dean of Library Services located at the CEC campus support center, the digital collection is carefully selected to support students as they advance through their program of study and includes quality, full-text, peer-reviewed articles from scholarly journals and full-text electronic books. Faculty, Regional Librarians, and local librarians collaborate to select resources for the Cybrary. Regional and local librarians engage with faculty at the campuses to identify the specific resources needed to support the curriculum offered at each campus.

8.13 What percentage of total tuition revenue is spent for library acquisitions?

Library acquisitions are budgeted at approximately 1% of total tuition revenue.

8.14 During the past three years, have budget allocations for library acquisitions been increased, decreased, or maintained at previous levels?

During the past three years, the library's acquisition budget has remained stable.



8.14.1 Explain.

Le Cordon Bleu College of Culinary Arts Atlanta recently returned to the AS program and the usage and budget has remained constant.

8.15 Explain how reference materials and periodicals are organized for easy usage and preservation.

Le Cordon Bleu College of Culinary Arts Atlanta currently maintains a virtual library through Cybrary and has no reference materials and periodicals aside from the textbooks that students use in their classes.

8.16 How does the campus provide physical and/or online resources necessary to make the educational program(s) effective?

The institution offers students a variety of information technology resources. Students have access to computers in the library and in computer lab classrooms for research projects, writing assignments, and general use. Additionally, the institution provides WiFi access for students on campus. Online research resources are readily available through the institution's online library, the Cybrary, which is accessible on campus as well as at home. The Cybrary contains thousands of full-text journals, newspapers, and electronic books.

Students have the opportunity to use the student web-based portal for current information about courses, grades, and attendance. In many cases, faculty also post supplemental course materials and course syllabi to support student learning. Students can also download the academic support calendar that details, tutoring and career services workshops offered throughout the cycle. The portal also serves as an additional gateway to the Cybrary and ongoing academic support activities.

8.17 Describe the physical and online library resources, including information about the

Le Cordon Bleu College of Culinary Arts Atlanta currently maintains a virtual library through Cybrary and has no reference materials and periodicals aside from the textbooks that students use in their classes. Cybrary provides continuous student and faculty access to library collections of full-text periodicals, books, dictionaries, encyclopedias, food science case studies, and newspapers.

8.17.1 Total number of physical volumes

0

8.17.2 Total number of online collections available

17

8.17.3 Number of titles and/or online collections related to each program offering

Culinary Program: Eight online databases; Patisserie & Baking Program: Eight online databases 8.17.4

Number of titles and/or online collections related to general education courses taught

General Studies: 15 online databases

8.17.5 Number of program-related periodicals to which the institution currently subscribes

0

8.17.6 Number of other periodicals available



Included in many of our Cybrary research databases are more than 7,000 full-text journals related to business, math, English, psychology, history, current events and a myriad of topics applicable to assignments for each program.

8.18 Describe the library's procedures regarding student borrowing and return of materials.

At present, the library is non-circulating for students; however, a lending library collection of about 100 titles is available for students to borrow. Materials are loaned for a 2 day period and can be renewed. Students are financially responsible for unreturned, damaged or lost items.

8.19 Describe how online resources, if any, are made available to students.

The institution offers students a variety of information technology resources. Students have access to computers in the library and in computer lab classrooms for research projects, writing assignments, and general use. Additionally, the institution provides WiFi access for students on campus. Online research resources are readily available through the iThe Cybrary, which is accessible on campus and at home. The Cybrary contains thousands of full-text journals, newspapers, and electronic books.

Students have the opportunity to use the student web-based portal for current information about courses, grades, and attendance. In many cases, faculty also post supplemental course materials and course syllabi to support student learning. Students can also download the academic support calendar that details tutoring and career services workshops offered throughout the cycle. The portal also serves as an additional gateway to the Cybrary and ongoing academic support activities.

8.20 Describe how the campus monitors student usage of the library and instructional resources?

For electronic databases, the Regional Librarian manages the Cybrary. The Regional Librarian has worked with each vendor and established unique URL's for all of the electronic resources for the institution; these unique links are installed on the student portal. During the second week of each month, the Regional Librarian pulls usage data for electronic resources for analysis and assembly and distribution to the campus librarian.

For reference support, librarians track usage by reference transactions done in person, email, and online chats.]

8.21 What evidence shows that the institution, in maintaining and improving the quality of its library holdings, seriously considers recommendations of:

a. faculty

When evaluating new materials for purchase, the Regional Librarian consults faculty and library usage records. The Regional Librarian does this on an ongoing basis with requests for recommendations in person, in writing or via email. The Regional Librarian regularly alerts faculty of new materials that are added to the collection and compiles a usage report that tracks collection usage, library services, and patron numbers. Most importantly, for collection development purposes, all books and periodicals that are used in the library are tallied and usage patterns are monitored; the Regional Librarian uses this data when making purchasing decisions.

b. appropriate national professional organizations and societies, and

The Regional Librarian maintains professional membership through the American Libraries Association (ALA), referring to its recommendations for materials, resources and services.

c. a nationally recognized list (or lists) of online collections, books, and periodicals?



The Regional Librarian adds online collections or sources based upon evaluation of quality and appropriateness of materials to culinary arts and technical education. 8.22 Describe any plans for improving the library.

There are no changes planned for the library in the immediate future.

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREE INSTITUTIONS

8.23 How does the professionally trained individual maintain his/her professional awareness?

Regional librarians are active members of the American Library Association (ALA) and hold memberships in several of the subchapters within the ALA.

8.24 How many hours a week does the professionally trained individual personally supervise the library?

The Regional Librarian personally oversees the library operations. The Regional Librarian is responsible for the oversight and management of the library and is the primary resource for library patrons. Student workers are also employed in the library to assist patrons with the use of the library resources, to help supervise and maintain the library, to provide administrative support for the librarian, and to serve as peer-tutors. The Lead Instructors train all student workers on library policies and procedures. Student workers work in the library throughout the library's open hours; they can up to 20 hours per week per student. In order to work in the library, student workers must have satisfactory attendance and a minimum 3.00 GPA.

8.25 Describe the information technology available in the library. List web-based research and information literacy resources currently used by students and faculty.

The library provides 30 computers for student and faculty use. This use includes internet access, as well as software required for various programs. Additionally, wireless internet is available for laptop users, and there is one scanner and printer-copiers for student use in the library.

8.26 What system is used to catalog library titles?

The library is virtual so we have no collection to shelve or catalog.

8.27 Describe how library resources are made available to students. (List the hours during which the library is open.)

The library is opened from 8:00 am through 10:00 pm, Monday through Friday. Students and faculty at Le Cordon Bleu College of Culinary Arts Atlanta also have access to the Cybrary from their campus locations and from home. Password protected access to the Cybrary is available through the school's student and faculty portals.

8.28 Describe the interlibrary loan or other outside resource agreements, if applicable.

The library does not currently maintain formal contracts or agreements with other libraries or resource centers. Le Cordon Bleu College of Culinary Arts Atlanta encourages users to use (and shows them how to use) their local public library systems for items, not available for check-out, through the institution's library.

The Cybrary also has an extensive collection of electronic resources to support student learning. This digital library contains a collection of full-text journals, books, reference materials, and links to web sites relevant to each curricular area. Additionally, instructional guides for using electronic library resources are accessible.



- 8.29 What evidence indicates that the library collection (on-site and online) includes up-to-date holdings which are pertinent to the various subject fields and are responsive to the needs of individual courses?

The Regional Librarians work in conjunction with faculty to select current and relevant materials that support the curriculum offered by the institution. The Regional Librarians strive for balance across areas of instruction and formats of educational materials. Requests and recommendations for materials are solicited and submitted in writing or via email, and new materials are acquired in anticipation of emerging classes. Furthermore, the Regional Librarians review all course syllabi and project assignments to ensure that the library resources are sufficient to support instructional delivery. The Cybrary also provides students and faculty with an extensive collection of electronic resources to support student learning.

FOR MASTER'S AND DOCTORAL DEGREE INSTITUTIONS

- 8.30 Describe how the library holdings exceed the requirements of the average student in order to encourage the intellectual development of all students and to enrich the professional development of the faculty.

NA

- 8.31 Describe the library resources the campus provides to support a better understanding of scholarly research at the graduate level.

NA

**SELF-STUDY QUESTIONS SUPPLEMENT****9. DISTANCE EDUCATION AND OTHER FORMS OF NONTRADITIONAL EDUCATION****For institutions that offer distance education courses or programs or when alternative modes of educational delivery are used.**

In addition to the self-study questions on the previous pages, institutions that offer distance education and other forms of nontraditional education must answer the questions below. In responding to the following questions, please consult Appendix H, Principles and Guidelines for Nontraditional Education of the *Accreditation Criteria*.

INSTITUTIONAL READINESS

9.1 List the course(s)/program(s) approved by ACICS for delivery through distance education and/or self-paced.

N/A

9.1.1 Indicate the percentage that each program is available for distance education and/or self-paced instruction.

N/A

9.2 Describe the method(s) used to deliver the distance education and/or self-paced course(s)/program(s).

N/A

9.2.1 Indicate any other institution or entities that are involved in the delivery of distance education for students at the campus.

N/A

9.2.2 If distance education is provided under a consortium agreement, provide the name of the Host institution and the relationship with this institution or entity. Include the percentage of the program offered by the Host institution or entity.

N/A

9.3 Describe how the Campus Effectiveness Plan incorporates distance education as a mode of delivery

N/A

9.3.1 What data is the campus collecting to assess student and faculty satisfaction with distance education and/or self-paced instruction?

N/A

9.4 Who oversees the distance education and/or self-paced course/program curriculum?

N/A

9.4.1 What are this individual's qualifications?

N/A

9.4.2 Who is responsible for course/program evaluation for nontraditional education mode of delivery?



N/A

ADMISSIONS REQUIREMENTS AND ENROLLMENT

9.5 What are the admission requirements for students taking distance education coursework? (If there are any differences from the residential admissions policy, explain.)

N/A

9.6 How does the campus make it clear in writing at the time of enrollment:

9.6.1 How the student's identity will be verified throughout the course and program?

N/A

9.6.2 How the student's privacy will be protected in the identity verification process?

N/A

9.8 Describe the orientation program for distance education and/or self-paced students.

N/A

CURRICULUM CONTENT AND INSTRUCTION AND DELIVERY

9.9 Describe how interaction between faculty and students takes place.

N/A

9.10 Describe how interaction among students takes place.

N/A

9.11 What is the student-teacher ratio for distance education courses?

N/A

9.11.1 Describe how this ratio is appropriate and provides sufficient interaction between the faculty and the students and among students.

N/A

FACULTY AND INSTRUCTIONAL SUPPORT

9.12 Describe the faculty training program to prepare faculty to teach self-paced courses or in a distance education environment.

N/A

9.13 Identify the educational resources and technology available to faculty on campus and on-line.

N/A

9.14 Identify the platform used to deliver instruction.

N/A

RESOURCES AND EQUIPMENT

9.15 What is the budget allocated to distance education delivery?

N/A



- 9.16 Describe the instructional resources, equipment, and library resources available to students on-line and residentially.

N/A

STUDENTS AND STUDENT SERVICES

- 9.17 Describe the student services available to students taking coursework on-line.

N/A

STUDENT EVALUATION AND PROGRAM ASSESSMENT

- 9.19 How are students taking self-paced and/or distance education courses evaluated?

N/A

- 9.20 How is retention monitored?

N/A

- 9.21 Describe the placement services that are available.

N/A

- 9.22 Describe how student, faculty, and employer satisfaction are identified.

N/A

- 9.23. How does the institution measure core competencies for programs and objectives for courses offered in a distance education environment?

N/A

- 9.24 How are equivalent out-of-class assignments, if applicable, incorporated in the syllabi and how are they evaluated?

N/A

PUBLICATIONS

- 9.25 Do the statements in the catalog, Web site, and, when appropriate, in advertising and promotional materials meet requirements for institutions offering coursework through distance education?

N/A

- 9.26 Describe the information given in the catalog regarding nontraditional education, if applicable, including mode of delivery, admissions requirements, tests to determine access, resources offered to nontraditional education students, and any special costs for the students associated with nontraditional education.

N/A



ACICS Application for Accreditation – PART II

Explanation of Self-Study Planning Process

Please explain how the self-study was planned; who organized, supervised, and participated in its preparation; which person or persons prepared each section of the report (include signatures); and to what extent the document is viewed by the institution as a planning document for the future.

This self study is the collaborative result of institutional research, meetings, collection of materials, analysis, and self-reflection. The purpose of the Self-Study is to improve student learning and determine program effectiveness in culinary arts education. The self-study also provides the institution with the opportunity to engage in a comprehensive analysis of all aspects of its operation. Essentially, the self-evaluation process forms the basis for the improvement of the educational effectiveness of the institution. During the past two decades, educational assessment and program evaluation have proven effective for enhancing instruction, student learning, and institutional accountability. The primary goal of assessment is to imbue schools with the culture of continuous improvement. Le Cordon Bleu College of Culinary Arts in Atlanta is fortunate to have low faculty and staff turnover. Dr. Glenn R. Mack, College President, served as the chair of the Self-Study Master Committee. Glenn Mack served as the Campus Effectiveness Planning Committee chair to assist in the self-study planning process. The self-study team meets quarterly to prepare, set deadlines and monitor progress, refine documentation, among other functions. The 2012-2013 Self-Study Committee signature page is below,

The College President planned the scheduling and execution of the writing of the self-study. Most directors of the College participated in the self-evaluation process last year and have continued the process of institutional effectiveness as part of their daily activities. Each department head wrote portions of the various sections based upon their intimate knowledge of the College's operation. Every employee on campus was called upon to assist in regularly occurring assessments, compiling documents, and making recommendations for improvement during the writing of the self-study. The College also heavily relies on input from its students, graduates, and Program Advisory Committee through meetings and surveys to review current operations and solicit suggestions for continuous improvement. Starting in 2009, the team refined its approach to institutional assessment with improved objectives, methods, analysis and intervention. The 2013 Self-Study will be an invaluable document that will be used by the Instructional Effectiveness Committee for planning and reporting. The College directors fully embrace the concept that the results of proper assessment are to 'prove and improve' institutional effectiveness.



ACICS Application for Accreditation – PART II

Explanation of Self-Study Planning Process

Le Cordon Bleu Atlanta Self-Study Committee

Chair: Glenn Mack

Team Assignments:

1. MISSION: Glenn Mack
2. ORGANIZATION: Glenn Mack
3. ADMINISTRATION: Glenn Mack, Jamehia Thibeaux, Cristian Liuba
4. RELATIONS WITH STUDENTS: Tirrell Anthony, Jamehia Thibeaux, Jae Gruber, Christopher Thompson, Daryl Shular
5. EDUCATIONAL ACTIVITIES: Jae Gruber, Christopher Thompson, Daryl Shular
6. EDUCATIONAL FACILITIES: Brad Johnson, Jae Gruber, Christopher Thompson, Daryl Shular
7. PUBLICATIONS: Cristian Liuba
8. LIBRARY, INSTRUCTIONAL RESOURCES, AND MATERIALS: Jae Gruber, Christopher Thompson, Daryl Shular

Signatures of Self-Study Committee

I certify that attached documents to be accurate and true to the best of knowledge.

Name	Title	(b)(6)
Gruber, Jae	Lead Instructor	
Thompson, Christopher	Lead Instructor	
Johnson, Brad	Dir. of Purchasing & Facilities	
Liuba, Cristian	Director of Admissions	
Gyles, Tiffany	Associate Director of Admissions	
Mack, Glenn	Campus President	
Shular, Daryl	Director of Education	
Anthony, Tirrell	Director of Career Services	
Thibeaux, Jamehia	Business Operations Manager	
Wilson, Renee	Associate Registrar	



ACICS Application for Accreditation – PART II

Future Plans for the Institution

Please provide an explanation of the future plans for the institution, with specific references to planned changes in faculty, administration, physical plant, equipment, library, admissions and graduation requirements and standards, curriculum, increase or decrease in student body or faculty, and any other plans.

The College relies on this Campus Effectiveness Plan (CEP) to learn from its performance, and gauge future plans of improvement in areas such as management, facilities, student services, instructional methods, staff and faculty development, and materials and curricula. This plan is discussed on a quarterly basis during senior management strategic planning meetings. The institutional assessment and improvement activities include a written and comprehensive plan that examines school operations and sets forth specific short- and long-range (up to three years) goals for improvement with measurable benchmarks and timelines for implementation.

The five focal points of the plan are 1) Student retention rates; 2) Student placement rates; 3) Level of graduate satisfaction; 4) Level of employer satisfaction; and 5) Student learning outcomes. This plan is reviewed quarterly to update and adjust the goals accordingly.

We anticipate no changes in graduation requirements and standards, library, or curriculum. We anticipate a slight increase in student body for 2014 based on our continuing Associates students. Our staffing will remain consistent for the foreseeable future, only adding a couple of faculty members in 2014. The Admissions department strives to be recognized as the top and most innovative team within our division. Along these lines, we will continue to develop and promote admissions leaders and improve and develop our High School program. We continually attempt to improve the level of customer service provided to all customers.

We intend to maintain current faculty and staff levels, perhaps increasing slightly the number of adjuncts to cover all classes. Le Cordon Bleu has many plans for instructional and facility improvement by credentialing all the chef instructors with the American Culinary Federation and continuing to add larger pieces of equipment to kitchens to account for regular wear and tear and changes to the curriculum. Also, smallwares are consistently inventoried and replaced as necessary. Finally, we are planning on adjusting current space to add three classrooms and a new consolidated storage space for 2014 to handle the scheduling issues caused by an increasing student body. We are also looking to add an innovative wireless lab for our students with smartphones, laptops, and tablets.

Le Cordon Bleu College of Culinary Arts
ACICS ID #00038381
1927 Lakeside Parkway
Tucker, GA 30084

2013 Campus Effectiveness Plan

Quarter 4 - October 22, 2013

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I. Introduction

A. General Statement

The purpose of the CEP identifies accountability and areas for improvement. It mirrors the purpose of program evaluation: to improve learning and gauge institutional effectiveness. Announcements of the Annual CEP are made in advance to ensure the widest interest and audience for the report. The College regularly acts on the evaluation results. Conclusions may influence budget planning, professional development, staff development, and curricular reform. Recommendations for action are presented to the leadership team, faculty members, and College corporate officers. The results of the CEP are also used in presentations for the admissions department, detailed formative reports for program development and evolution, and regular summative reports necessary for intervention or evaluation redesign, as well as duplication of evaluation model in other places.

Assessing program and learning outcomes may offer clues to how cooking knowledge is transferred and promulgated in the current system of culinary education. Culinary educators need to prepare the hands, head, and heart of a student in hopes of transforming a profession. This CEP may reveal potential assessment instruments for culinary schools. It also may provide an example of program evaluation of institutional effectiveness in the delivery of culinary arts education. Results from this CEP may assist curriculum development and influence student expectations in culinary arts education. To further advance the field, culinary educators must accurately assess program outcomes and effectiveness to make significant contributions to the discipline and industry.

a. Statement of Institutional Mission

“Le Cordon Bleu College of Culinary Arts is an institution of higher learning for students who share a passion for the culinary and hospitality arts. We are dedicated to providing quality career education that integrates the classic culinary curriculum of Le Cordon Bleu with modern American technology and training” (p. 6 of current catalog).

The mission of Le Cordon Bleu North America is “Our commitment to our students is to prepare them for success in the culinary and hospitality industry by providing learning opportunities for each stage of their career. We understand that the key to fulfilling this commitment is to view the industries that employ our graduates as our customers thus aligning our education to their needs creating a strong demand and value proposition for our graduates.”

b. Description of CEP and Mission

The College relies on this Campus Effectiveness Plan (CEP) to learn from its performance, and gauge future plans of improvement in areas such as management, facilities, student services, instructional methods, staff and faculty development, and materials and curricula. This plan is discussed on a quarterly basis during senior management strategic planning meetings. The institutional assessment and improvement activities include a written and comprehensive plan that examines school operations and sets forth specific short- and long-range (up to three years) goals for improvement with measurable benchmarks and timelines for implementation.

The five focal points of the plan are 1) Student retention rates; 2) Student placement rates; 3) Level of graduate satisfaction; 4) Level of employer satisfaction; and 5) Student learning outcomes. This plan is reviewed quarterly to update and adjust the goals accordingly.

The Executive Leadership Team (comprised of President, Director of Admissions, Director of Education, Director of Career Services, and Business Operations Manager) has determined in developing this plan that continued success of the College is dependent on three main factors: customer service, career success for our graduates, and vision to continuously adapt to an ever-changing industry. The College works in conjunction with its Program Advisory Committee (PAC) to evaluate its career success for graduates and viability for future program development.

Quarterly reviews of the Campus Effectiveness Plan include the mission statement and corresponding goals and objectives. Le Cordon Bleu reviews the mission statement annually at the Culinary Education Group (CEG) level of Career Education Corporation and then solicits feedback from campus faculty and staff.

Much information currently exists and is regularly collected by the College that may be used to answer CEP questions: pre-enrollment surveys on learning strengths and weaknesses, admissions and financial aid records, course and instructor surveys, student satisfaction surveys, retention rates, licensure and certification examinations, capstone courses, surveys of alumni, and employer surveys. The program evaluation will use some of this information, or agency records, in a supplemental or auxiliary role to supplement the finding through qualitative and quantitative research instruments.

c. Short-Term Objectives for the CEP

Based on the College's most recent outcomes assessments and our on-going evaluation of operations, needs and opportunities for further improvement, the Executive Leadership Team (ELT) has set the following departmental goals for improvement. These are evaluated, adapted and changed on a quarterly basis. The 2013 short-term objectives and **Overarching Institutional Goals** are:

- Ensure compliance in every facet of our business. No new material legal or compliance issues. Partner with Compliance and departmental training groups to ensure all employees are trained regularly on updates in policies and procedures and to also be a role model for adherence to all school and CEC policies and procedures.
- Overachieve budgeted Operating Income through sound operational decisions and execution, while preparing strategically for the future.
- Manage Net Promoter Score to year-over-year improvement.
- Improve persistence of our students
- Increase our leadership capabilities by consistently demonstrating the ability to effectively coach and develop employees.
- Deliver timely performance evaluations for employees with timely mid-year reviews, ensuring developmental goals for each employee are in place (IDPs). Have regular meetings to monitor progress of performance goals.
- Maintain appropriate staffing levels for 2013 in conjunction with established workforce management principles and through appropriate planning based on budgeted as well as actual needs.

B. The Educational Environment

Le Cordon Bleu College of Culinary Arts in Atlanta is a branch campus of Le Cordon Bleu College of Culinary Arts in Portland, formerly Western Culinary Institute. The Portland campus was established in 1983 to meet the growing demand for professionally-trained chefs and quickly gained a national reputation. In 1999, Western began its partnership with Le Cordon Bleu. The Le Cordon Bleu College of Culinary Arts in Atlanta campus was established in April 2003 to bring the Le Cordon Bleu culinary arts program to the Atlanta area. In July 2006, the College earned accreditation of its Le Cordon Bleu Culinary Arts program by the American Culinary Federation Foundation Accrediting Commission. The College first offered a Le Cordon Bleu Patisserie & Baking program in May 2006. In January 2009, the College was approved to offer a Certificate in Le Cordon Bleu Culinary Arts. The College's association with Le Cordon Bleu represents a union of the finest in European and North American culinary arts training programs available today, resulting in a world-class institution as well as a comprehensive, challenging and hands-on education.

Few institutions of any kind possess the prestigious reputation of Le Cordon Bleu. This internationally renowned College for the culinary arts has become synonymous with expertise, innovation, tradition, and refinement — qualities which are painstakingly nurtured by the College.

Founded in Paris in 1895, Le Cordon Bleu's name traces back to a high honor bestowed upon members of the Order of the Holy Spirit by King Henry III in the 1500's. The awarded medallion, called the Cross of the Holy Spirit, was suspended from a Blue Ribbon . . . or Le Cordon Bleu. At the end of the 19th century, a recipe collection entitled "*La Cuisiniere Cordon Bleu*" was published to much acclaim. The collection's success prompted its publishers to open a culinary College with the Cordon Bleu designation. The reputation of the College spread rapidly, both in France and internationally. Since then, students from throughout the world have trained in the culinary arts at Le Cordon Bleu. Le Cordon Bleu's partnership with Le Cordon Bleu College of Culinary Arts in America further expands this influence.

The school's facility is 60,000 square feet. Within this amount of square footage our school houses ten kitchens: nine for production and demonstrations, and one for our restaurant Technique. We also have four lecture rooms, a computer lab, and a library. All 18 of our classes whether they are production, demonstration, or lecture are generally limited to 24 students. This allows us to have at least 432 students at one time during each shift. We have four shifts and approximately 1000 students including externs, therefore, we have more than enough room that will efficiently and safely house our students throughout their learning process.

Le Cordon Bleu Atlanta labs are furnished with commercial grade cooking equipment and small wares in sufficient quantities to provide hands-on cooking technique to each student. Each lab is also equipped with an LCD TV or multimedia projector, DVD/VCR player, and a pan-zoom-tilt video camera as its A/V solution. The equipment is maintained thru regularly scheduled preventative maintenance coordinated by the Facilities/IT Manager and performed by factory authorized service agents, the facilities coordinator, information technology assistant, and/or qualified third-party vendors. In 2011, we added three new classrooms within our existing space. Additional space for offices, storage, and student break areas were also added.

The General Education classrooms are equipped with comfortable and maintained worktables and desks. All classrooms are equipped with whiteboards, a computer driven flat screens that are connected to the network, projection screens, a sound system, PC and a DVD/VCR player. The library is equipped with 30 PCs for students, as well as seating for up to 36 students.

The curriculum at Le Cordon Bleu is predicated on hands-on instruction partnered with theory and knowledge required for competency in both fields. The student is exposed to a myriad of styles and experiences from our expert instructors in order to prepare for a future in the culinary or the hospitality industries. The support services provide the student with the peer tutors and mentors to develop the skills and strategies necessary for academic success.

Student Success Program

The academic department and staff from other departments maintain contact with students throughout their program at LCB. The purpose of constant contact is to provide assistance and services to support students enabling them to complete their program of study. Students who are absent, have failed courses, or are not making progress are contacted by the persistence committee. During the first six weeks students meet with education leaders who advise them on what to expect and how to seek help for the remainder of their program. The Career Services department meets with students throughout the program to help prepare them for professional success on the Externship and after completion of the program. The goal is that students will be able to receive practical advice about options in their field, what it is like to work in a particular area as well as questions about the program of study.

C. Program Characteristics

Le Cordon Bleu in Atlanta has four programs:

- 1) Academic Associates of Science degree in Le Cordon Bleu Culinary Arts,
- 2) Certificate in Le Cordon Bleu Culinary Arts,
- 3) Academic Associates of Science degree in Le Cordon Bleu Pâtisserie and Baking, and
- 4) Certificate in Le Cordon Bleu Culinary Arts and Pâtisserie and Baking.

Academic Associates of Science degree in Le Cordon Bleu Culinary Arts

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an associate of occupational studies degree. The program consists of culinary laboratory, restaurant management and general education courses. Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Rounds man and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become Chefs upon graduation but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts cannot guarantee employment or salary. A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to retake that course, or

an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts program.

Academic Associates of Science degree in Le Cordon Bleu Pâtisserie and Baking

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Science degree. The program consists of patisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of “pastry chef” generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary. A general education is an important aspect of higher learning and a valuable asset in today’s highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace.

The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions. A student transferring from any Le Cordon Bleu College of Culinary Arts campus or from California Culinary Academy who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent

Certificate in Le Cordon Bleu Culinary Arts

The Certificate in Le Cordon Bleu Culinary Arts is designed to prepare students with the skills appropriate for basic positions in professional food preparation. Students begin their program with classes in basic and fundamental concepts of the culinary profession and build to more advanced topics as the program progresses. The program features lecture and laboratory formats. The program concludes with an externship experience that gives students a chance to practice skills taught throughout the course of their studies. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Program outcomes include:

- • Demonstrate professional-level cooking techniques.
- • Demonstrate sanitation principles as they apply to the professional kitchen.
- • Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter credits, 940 contact hours, and 12 months of instruction. Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in the published placement rates for calendar year 2011 include the following, and are listed based on the frequency with which each position is obtained following graduation, with positions obtained most frequently listed first, and those obtained least frequently listed last: Line Cook, Prep Cook, Cook II, Cook, Sous Chef, Garde Manger, Baking Assistant, Banquet Prep Cook, Cheese Manager, Chef, Chef de Partie, Culinary I, Grill Cook, Junior Chef de Partie, Prep Chef, Operations Manager, Pantry Cook, Research and Development Chef, Soup Chef. The various titles of “chef” in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts and California Culinary Academy cannot guarantee employment or salary.

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts offers an intensive program for those interested in a professional baking career. The program includes hands-on teaching of fundamental baking skills and the theoretical knowledge that forms basic competency in the field. The Certificate in Le Cordon Bleu Pâtisserie and Baking offers a comprehensive course of study in the fundamentals, and exposes students to the different styles of the school’s chef-instructors, a wide variety of industry-current equipment, and various facets of the foodservice industries. Possible outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter credits, 940 contact hours and 12 months of instruction and concludes with an externship. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in the published placement rates for calendar year 2011 include the following, and are listed based on the frequency with which each position is obtained following graduation, with positions obtained most frequently listed first, and those obtained least frequently listed last: Pastry Cook, Pastry Chef, Baker, Pastry Assistant, Baker/Decorator, Cake Decorator, Assistant Pastry Chef, Baker/Manager, Baker/Retail, Bakery Service Team Member, Cake Baker, Cook II, Executive Pastry Chef, Head Baker, Kitchen Manager/Baker, Morning Baker, Overnight Baker, Owner, Pastry Chef/Runner, Pastry Chef/Specialty Chef, Pastry Instructor, Pastry Plater. The various titles of “chef” in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others. Le Cordon Bleu College of Culinary Arts and California Culinary Academy cannot guarantee employment or salary.

D. Profile

Currently, individuals attending Le Cordon Bleu College of Culinary Arts are considered full-time students ranging in age between 18 and 67. The population below is based on student data as of 6/30/2013. The gender distribution is 50% female (343 students) and 46% male (312 students).

a. The Student Population

Ethnic Background	Student
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American Indian or Alaska Native	1	0%
Asian	17	2%
Black or African American	494	63%
Native Hawaiian or Other Pacific Islander	1	0%
Not Disclosed	77	10%
Two or more races	23	3%
White	121	15%
Hispanic	51	6%
Totals	785	100%

Gender	Students	
Male	358	46%
Female	381	49%
Non-Disclosed	46	6%
Totals	785	100%

Age Ranges	Students	
18 - 19	59	8%
20 - 29	371	47%
30 - 39	174	22%
40 - 49	98	12%
50 - 59	75	10%
60 - 69	8	1%
70 - 79	0	0%
Totals	785	100%

Average Age	Student
	31

Program		Enrollment	
Le Cordon Bleu Culinary	AOS	327	42%
Le Cordon Bleu Culinary	CERT	306	39%
Le Cordon Bleu Patisserie & Baking	AOS	83	11%
Le Cordon Bleu Patisserie & Baking	CERT	69	9%
Totals		785	100%

Program		Student
Le Cordon Bleu Culinary	AOS	31
Le Cordon Bleu Culinary	CERT	34
Le Cordon Bleu Patisserie & Baking	AOS	29

Le Cordon Bleu Patisserie & Baking	CERT	29
Totals		31

Program Distribution	Number of Students	Percentage of Total
ALCB508087 - Culinary 15 Mo AS	26	2.34%
ALCB708087 - Culinary 21 Mo AS	405	36.58%
ALCPB71087 - P&B 21 Mo AS	142	12.82%
CLCBB09087 - Culinary Certificate	430	38.87%
CLCPB09087 - P&B Certificate	104	9.39%
Total	1107	100.00%

Average Age by Program	Average Age
ALCB508087 - Culinary 15 Mo AS	21
ALCB708087 - Culinary 21 Mo AS	30
ALCPB71087 - P&B 21 Mo AS	27
CLCBB09087 - Culinary Certificate	30
CLCPB09087 - P&B Certificate	29
Average Age	27.4

b. The Faculty Population

Le Cordon Bleu College of Culinary Arts employs 28 instructors, which includes 22 full-time faculty members and 6 adjunct instructors. Their average age is 40. The gender distribution roughly mirrors our student population: 39% Female v. 49% for students and 61% Male v. 46% for students. All 28 of our faculty are qualified to teach their courses in the Academic Associates of Science degree in Le Cordon Bleu Culinary Arts. 22 of the 28 can teach in the Academic Associates of Science degree Pâtisserie and Baking program, and 22 for the Certificate in Le Cordon Bleu Culinary Arts.

Ethnic Background	Faculty	
American Indian or Alaska Native	0	0%
Asian	3	10%
Black or African American	7	24%
Native Hawaiian or Other Pacific Islander	0	0%
Not Disclosed	0	0%
Two or more races	1	3%
White	16	55%
Hispanic	2	7%
Totals	29	100.00%

Gender	Faculty	
Male	17	61%
Female	11	39%
Non-Disclosed	0	0%
Totals	28	100%

E. CEP Assessment

The Campus Effectiveness Plan was developed by the Executive Committee at Le Cordon Bleu through the use of quarterly measurements and reporting on various data points across most departments within the College. The president is responsible for implementation of the Campus Effectiveness Plan.

The following list contains data that is collected to evaluate the Campus Effectiveness Plan:

Management

Faculty retention rates

Staff retention rates

Administration

Individual Development Plans for all employees

Customer service provided to students via a student Net Promoter Scores

Number of attending students without currently scheduled course on day one of class

Student retention rate

Student course satisfaction

Percentage of attendance for current students

Students maintaining/Not maintaining SAP (SAP Report)

F Report (Grade tracking)

LDA Report (absences)

Educational activities

Number of job leads for students

Placement rates

Employer and graduate satisfaction surveys

Physical Plant

Facility and equipment maintenance items response time

Number of IT issues by severity & Status of incidents

Faculty

Program satisfaction scores from graduates

Program satisfaction scores from employers

Student evaluations of faculty

Faculty observation completed by academic administration

Financial Resources

Student Entrance Counseling

Student exit Interview results

Percentage of students packaged during various points during their academic program

The above data are used to:

- a) Measure the knowledge and skills gained by students
Students are monitored through attendance and grade reports on an ongoing basis. A weekly review of student progress and attendance is held to assess student learning and outcomes. Our Director of Education, together with the registrar, looks at student's progress and work with those struggling to meet SAP and attendance. This information is

shared with the Retention Team on an ongoing basis to assist students in meeting their goals.

Percentage of students passing the National Environmental Health Association (NEHA) sanitation exams – NEHA is national test of food safety knowledge. Food safety is a critical skill for professional culinarians. It is administered at the end of certain courses. Students are also measured by their grades throughout their studies which would also affect their Satisfactory Academic Progress (SAP). These assessments directly measure a student's retention of knowledge based upon nationally-recognized specifications.

b) Measure satisfaction of employers and graduates

Program satisfaction scores from graduates – The scores directly reflect graduate attitudes and opinions about their education and program outcomes. Employer satisfaction is very important in assessing industry changes as well as how our students are doing.

Each department chooses a couple of key operational areas to assess each quarter. If the trends remain constant and positive, a new area is chosen for analysis. The idea is to create a culture of assessment to continually improve the student experience and student learning outcomes.

Institutional Assessment and Improvement Initiative

Department Area or Functional Area	Assessment	Cycle of Collection	Person Responsible	Criteria/Targets for success	Results, i.e.: "Learning"	Intervention ie: "Action"
Administration	Increase the number of students coming directly from Georgia High Schools to LCB Atlanta	Every 6 weeks	DOA	Flash report in C-Vue by platform compiled annually & Quarterly	Much of this work has been completed. We analyze flash reports daily, weekly and quarterly to make changes as needed. The HS program is still being reviewed but the goals for the NS department were met however, changes in the economy have affected our progress.	Increase the number of presenters in the HS programs
	Our goal is to control food cost at or below forecast numbers.	Daily/Monthly	Director of Purchasing	food cost at or below forecast numbers	Forecast for February will be adjusted to current / expected population	The plan of action is to meet regularly with each chef to verify correct recipes (both quantity and product). In addition, Brad Johnson (Purchasing Manager) will meet on a regular basis with the Purchasing Co-Coordinator to identify any purchasing discrepancies or other issue.
	Use the facility to its capacity by scheduling classes for NS and HS and	Quarterly	DOA & Director of Education - Complete	Flash report in C-Vue by platform compiled annually & Quarterly	Offer afternoon classes to recent HS graduates in the summer and fall starts	Create waitlist and move completely packaged students to the most desirable

Institutional Assessment and Improvement Initiative

Department Area or Functional Area	Assessment	Cycle of Collection	Person Responsible	Criteria/Targets for success	Results, i.e.: "Learning"	Intervention ie: "Action"
	enthusiast students in the mid-shift					time slots.
Admissions	Increase observation & training of Admissions staff to ensure that students receive excellent service	Monthly, quarterly	DOA	62% show-rate	This is ongoing, but we have improved from 48% in 2010 to 55% for 2013.	Observe Reps first calls monthly and interviews quarterly
	Decrease the number of cancellations due to poor contact	weekly	DOA	Use the CAS report and stitch meetings to check student contact	See attached	Use the CAS report and stitch meetings to check student contact
	Assist graduates with securing employment in the foodservice industry.	Dec-13	Career Services team	Achieve at least 90% employment rate for graduates.	At least 90% graduate in-field employment rate.	Graduate Employment Rate (eflash), Student externship surveys and employer externship evaluations, NPS Survey Results (Alumni)
Career Services	Assist graduates with securing employment in the foodservice industry.	Daily, Weekly, annually	Campus Director of Career Services	Achieve at least 80% employment rate for graduates.	At least 80% graduate in-field employment rate.	Graduate Employment Rate weekly reports, Student externship surveys and employer externship evaluations
	Ensure the relevance of program curricula to needs of employers.	Meetings to be held semi-annually. Q1 meeting: March, 2013.	Director of Education, Campus Director of Career	Build and maintain the Program Advisory Committee to include members representing diverse sectors of the food service industry	Outcomes and actions taken in response to recommendations from the PAC meetings	Recommendations obtained from the PAC meetings as recorded in meeting minutes.

Institutional Assessment and Improvement Initiative

Department Area or Functional Area	Assessment	Cycle of Collection	Person Responsible	Criteria/Targets for success	Results, i.e.: "Learning"	Intervention ie: "Action"
		Q4 meeting is scheduled for November 2013.	Services			
	Certifications for CSA Advisors	Annually	DCS, Advisors	1 Certification between 2013-2014	Increase in job function	Enroll CSA's in NAPS (National Association of Personnel Services) Certifications
Academics	Satisfactory Academic Progress	6 weeks	Registrar	1% or less of total SAP	Need early intervention	Faculty alerts
	Attendance	6 weeks	Lead Instructor	Less than 10%	Need more engaging classrooms and better classroom management	Observations and in-service training with a focus on student engagement
	Monthly Attrition % (stacked rankings), Attrition YTD % per month (benchmark report), EOM Population (benchmark report), Re-enters (benchmark report)	Monthly	Lead Instructor	Beat budget	Atlanta is following the CEG trends, still needs improvement	LDA management, direct communication with cohorts. Faculty point person per rotation for follow up with at risk students
	Future Course Seat Requirements/ Student Schedules	6 Weeks	Registrar	95% of Students Scheduled out through graduation for all active students	Ensure accuracy in planning and forecasting class sizes	Review and run report every 6 weeks and update schedules
	Satisfactory	6 Weeks	Registrar	Decrease the number of	Early Intervention	Follow up with

Institutional Assessment and Improvement Initiative

Department Area or Functional Area	Assessment	Cycle of Collection	Person Responsible	Criteria/Targets for success	Results, i.e.: "Learning"	Intervention ie: "Action"
	Academic Progress			students on SAP and increase SAP Met for students who previously did not meet SAP.		students on SAP Plans
Facilities	Facilities & equipment Work order response time	Bi Monthly	CBRE Facility Manager/ Campus Dir. Purchasing & Facilities	75% of facilities work orders are to be completed within 5 Business days.	Going over Data of supplied by CBRE I was able to see that date and time when received and completed and found that 85% are completed within 5 days	Building and equipment Work orders are being completed in timely and vary on completion due the equipment or item needed to repair.
	Monitor IT issues thru work order system	Daily Weekly	SB Dir. IT & Campus Dir. Purchasing & Facilities	IT work order are completed by severity of incident	Reviewing weekly incident report incident are on severity of issues and are completed in a timely manner	Have learned some can be corrected onsite by SB Dir.IT if copy him on issues.
Faculty Development	CEE MaxKnowledge	Monthly	Lead Instructor	3 session per faculty member	Most faculty have completed their trainings and are on target for 100% completion by due date of October 30.	Speak to faculty who have not completed and schedule training related to materials.
Finance	Our goal is to have operating income within a + - 3% variance to	Monthly	BOM	3% variance to forecast.	November Operating Income was not within 3% variance to forecast. Our school revenue was within 1% of	Plan of action is to personally meet with each department head regarding population

Institutional Assessment and Improvement Initiative

Department Area or Functional Area	Assessment	Cycle of Collection	Person Responsible	Criteria/Targets for success	Results, i.e.: "Learning"	Intervention ie: "Action"
	forecast.				forecast. Our Operating Expenses caused the school to not meet this goal. I identified 3 main areas for forecast improvement. Our Food & Classroom supplies were under forecast by approximately 19K. Our Adjunct payroll was under forecast by approximately 22K. Bad Debt Expense was also under forecast by approximately 43K. These 3 areas will be reviewed more closely with the Department manager for the December forecast to identify where we will be saving money that we previously did not know about.	changes and expenses. The action will allow both the Manager and Controller the opportunity to discuss pros and cons of expected results.
	Maintain Food cost	Daily/ monthly	Procurement Coordinator/ Campus Dir. Purchasing & Facilities	Using Excel sheet track daily & monthly expenditures Food cost should at budget or below budget monthly & year	Report shows that we are tracking around 10% below on average per month	All Food is being accounted and tracked Food cost is below budget for year
Student Services	Improve retention and decrease attrition rate.	Daily follow up with instructors, staff, and	Lead Instructor	LDA, LOA petitions, externship feedback, Reenters and Drop Reversals	Increase methods of communication between students, faculty and staff	Communication with students who are not in attendance and determine when the

Institutional Assessment and Improvement Initiative

Department Area or Functional Area	Assessment	Cycle of Collection	Person Responsible	Criteria/Targets for success	Results, i.e.: "Learning"	Intervention ie: "Action"
		students				student is expected back
Registrar	SAP and F Report are completed quarterly.	quarterly	registrar	A decrease in the total number of repeat students on each report	To improve student academic success that will increase graduation rates.	Students who are listed on each report will be notified of their academic standing and advised to ensure academic success.
	Ensure student registration in correct courses.	quarterly	registrar	Reduction in number of scheduling mistakes.	Keep students on track to graduation within allotted time.	Advising to learn what the student requires to be successful by Education Department staff.
Culinary Arts AS	Meet student expectations and improve satisfaction	Quarterly	Director of Education	Achieve 90% satisfaction rate in service to students	Concerns with regular reporting and fair grading policies.	Meet student expectations and improve satisfaction
	Manage FoodTrak ordering process to reduce faculty and student concerns.	6 weeks	Lead Instructor	Review all requisitions with purchasing coordinator and verify orders are correct with faculty	Initial review has identified an effective procurement process is in place.	Manage FoodTrak ordering process to reduce faculty and student concerns.
	Minimize student conduct issues and disruption of	Daily	Director of Education	Review of incident reports, conduct issues, complaints.	Additional training in SOP for disciplinary actions to be taken with student who	Minimize student conduct issues and disruption of the

Institutional Assessment and Improvement Initiative

Department Area or Functional Area	Assessment	Cycle of Collection	Person Responsible	Criteria/Targets for success	Results, i.e.: "Learning"	Intervention ie: "Action"
	the learning process.				violate the campus code of conduct	learning process.

II. Retention Activities

The College has retention strategies in place that are student-focused. These strategies are processes that help and maintain high levels of success in recruitment, retention, and graduation rates for our students. The process is team-based and College-wide. The purpose of these strategies is for the ongoing support of the student and their educational goals. Providing the support and encouragement students need to succeed, the College promotes friendly, positive, respect, and professionalism when dealing with students. We have created an environment where students feel welcome, encouraged, challenged and supported through a learning community. The College has developed a Persistence Committee that consists of representatives of the Academic, Student Accounts, Career Services, Registrar, and Admissions departments. The team meets weekly to identify those students at risk and develops strategies to address their needs. Implementation of strategies developed is a team effort to provide continued success for our students. The 2013 Retention goal for the College is 77.2%. Le Cordon Bleu Atlanta's overall retention status has fluctuated over the past three years but remain strong with a range of 75-80%.

Our attrition rate for 2012 was at 24.53%. The College has seen an improvement of 6.15% from 2011 to 2012 in our retention. However, the College feels that drops continue at too high a rate and we are planning and/or have implemented the following programs. A Student Council is currently being developed where students will have an opportunity to have a voice and allowing students to take more ownership of the program they attend. In the classroom faculty members call each of their students when they are absent to touch base with them to determine why they are out and to identify early issues that may arise that would prevent their student from being successful. An attendance reward program was implemented mid-year 2013 recognizing students who achieve short-term consecutive attendance goals per rotation.

Population as of July 22, 2013

924

Program	Metric	6/30/2013	6/30/2012	6/30/2011	6/30/2010
P&B Certificate	Retention*	88%	71.36%	88.1%	88.3%
	Placement rate*	68.42%	46.15%	73.6%	80.8%
Culinary Arts AOS	Retention*	80%	79.71%	71.1%	78.0%
	Placement rate*	74.44%	67.01%	87.4%	89.5%
Culinary Arts Certificate	Retention*	85%	75.55%	83.5%	84.9%
	Placement rate*	71.12%	53.57%	73.9%	92.3%
P&B AOS	Retention*	80%	76.61%	82.8%	91.3%
	Placement rate*	71.83%	68.18%	100%	N/A

Retention						
Year	School	State Schools	All ACICS Institutions	Urban Population	Associate Granting	Bachelor Granting
2012	75.8 %	NA	NA	NA	NA	NA
2011	74.3 %	69 %	73 %	70 %	72 %	68 %
2010*	*	69 %	73 %	74 %	74 %	71 %
2009*	*	66 %	74 %	77 %	74 %	72 %

A. Factors Affecting Retention Rates

Retention has been impacted by the downturn in the economy and changes within the lending community, creating additional stress on students and their families. Issues related to housing, transportation and finances in general have made it more difficult for students to stay in school. Historical performance for the school and other schools in the Career Education Corporation and particularly the schools within the Culinary Education Group form a baseline for determining performance. Incremental improvement is always a goal, but mitigating factors may be considered. For example, incremental improvements in retention are an assumed goal, but factors such as changes in regulations or student financing may affect these goals.

The single biggest contributing factor to LCB retention is attendance. Students who attend regularly and consistently tend to graduate, whereas student who are absent risk failure or being dropped according to LCB's attendance policy. LCB conducted an analysis of all dropped students from January 1, 2013 – July 31, 2013 and the results are discussed below.

Twenty-six percent of drops are due to attendance, for example, mandatory drops due to excessive absences. Twelve percent of drops were due to SAP dismissal or "academic issues" such as failing pre-requisite courses. We believe that most of these academic issues are in most cases exacerbated, if not outright caused, by excessive absences. Based on this fact, we surmise that over 50 percent of drops are attributable directly or indirectly to absences from class.

The underlying cause of absences is more difficult to analyze, as students do not often share the full extent of the reasons for failure to come to class. We know that over 60 percent of LCB students work at least part-time and some full-time. Many students are self-supporting with significant financial obligations. There are urban and suburban commuters. Many are deficient in the skill set to be successful in school for example, basic math and English skills, study skills and lack of self-confidence. Other contributing factors are failure to attend class, family obligations, military deployment, debt and credit issues, and personal issues.

Attendance is key to success at LCB Atlanta for several reasons. First, as a career program with hands-on instruction, students must generally be "present" to learn the material and maintain satisfactory grades. Second, due to strict College attendance rules, excessive absences lead to mandatory failure with over 20% absences.

Retention has been impacted by issues related to housing, transportation and finances in general and has it made more difficult for students to stay in school. Other contributing factors include family obligations, military deployment, debt and credit issues, and personal issues. Historical performance for the school and other schools in the Career Education Corporation and particularly the schools within the Culinary Education Group form a baseline for determining performance. Incremental improvement is always a goal, but mitigating factors may be considered. For example, incremental improvements in retention are an assumed goal, but factors such as changes in regulations or student financing may affect these goals.

The single biggest contributing factor to LCB retention is attendance. Students who attend regularly and consistently tend to graduate, whereas student who are absent risk failure or being dropped according to LCB's attendance policy. LCB conducted an analysis of all dropped students from January 1, 2013 through September 24, 2013 and found that 26% percent of drops are due to attendance, for example, mandatory drops due to excessive absences, down from 41% during the same period of time in 2012,. 1% percent of drops were due to SAP dismissal or "academic issues" such as failing pre-requisite courses, down from 2% during the same period of time in 2012.

Reason		
Attendance Dismissal	110	26%
Drop Reversal to Active	62	14%
Non-Completion of Externship Requirements	45	10%
Medical	31	7%
Personal	26	6%
Transportation Issues	19	4%
Did Not Return from LOA	17	4%
Financial Difficulties	17	4%
Work Schedule Conflict	15	3%
Housing Issues	13	3%
Enrolling at another CEC school	12	3%
Other	10	2%
Change Career Focus	7	2%
Conduct Dismissal	7	2%
No Extern Site Available	7	2%
Family Problems	5	1%
Childcare Problems	4	1%
Incarcerated	4	1%
Relocating	3	1%
SAP - Appeal Denied	3	1%
Course not offered	2	0%
Employment	2	0%
Military	2	0%
SAP- Did not appeal	2	0%
Transfer to non-CEC School	2	0%
Deceased	1	0%
Traveling	1	0%
Total	429	100%

Correlation of Retention and Attendance

Attendance is key to success at LCB Atlanta as a career program with hands-on instruction, students must generally be “present” to learn the material and maintain satisfactory grades. Academics and key members of other departments work to retain students by identifying barriers to their success and working with them to minimize these barriers. By insuring that all options regarding attendance and keys to success are effectively communicated among our student population we will increase our retention and graduation rates. The following represent recent historical trends in retention, attendance, the student satisfaction.

B. Plan to Improve Retention Rates

The College has an elaborate plan to continually improve the retention of students. Many actions are being undertaken to improve the support network on campus for students to improve their sense of community and involvement in their educational family. Additionally, efforts have been and will continue to be made to provide access to area services and expanded financial tools.

Attendance Support

- Daily phone calls, emails and text messages made by faculty to students absent in their class – documentation in the portal
- Expanded phone calls with designated faculty member per rotation
- Academics directly communicates with each cohort and clarifies the colleges attendance policy, LOA policy and make-up policies
- Instructors work with students who have had absences by creating timelines in which to make-up assignments missed

Retention Initiatives

- Implemented the “Attendance Reward Program” which recognizes students who achieve short term attendance goals
- Moved back externship deadlines by 6 weeks, now tracking students beginning at the 18 week mark with the intention being to reduce the number of drops from externship for not securing a site.

LDA Report Review

- Lead Instructor, Registrar and Externship Coordinator review LDA daily and notate students of concern
- Students of concern are email blasted to the campus faculty and staff for information and support
- Students considered a concern are tracked daily for updates and communication purposes
- Students are contacted by a designated faculty member per rotation

Persistence Committee

- Attendance reports pulled daily through the portal: phone calls made and documentation in CampusVue.
- Two consecutive days absent report generated daily: calls made and documentation in CampusVue.

Student Attendance Notifications (in conjunction with phone calls by faculty and staff)

- Day 1 : Instructor
 - By the end of day 1, Instructors will notify the academic team of absent students and who was contacted.
- Day 2: Instructor and Academic Team/Letter sent
 - By the end of day 2, Instructors and Academic Team will make calls. Appropriate admissions reps will sit in on calls made by the Academic Team.
- Day 3: Admissions
 - By the end of day 3, Admissions will follow up with academic team and give update to Dean of Student Services and Academic team.
- Day 4: Faculty Advisors
 - Faculty Advisors will be notified and will contact their advisees and give update to Dean of Student Services and Academic team.
- Day 5: Deans
 - By end of day 5 deans will make calls and give update to Academic Team. Academic Team will update Faculty Advisors.
- Day 6: President
 - By end of day 6 President will make calls and give update to Academic Team.
 - If unable to contact student a letter from the Director of Education will be sent.

LDA Report Review

- Daily review of LDA report

- Weekly review of LDA report with Externship Coordinator

C. Future Annual Retention Goals

In 2012 our retention rate was 75.47%. In 2013 our goal was to improve to 77.20%. Our students have not been immune to the economy, unemployment and housing issues that have at times impacted their ability to stay focused on school. Also, transportation issues may have contributed to a spike in attrition for 2012.

In an effort to support our students to finish what they have started we have implemented a variety of retention strategies. We have put in place an early intervention strategy to identify "at risk" students to provide resources to assist them to be successful, we have developed a resource guide to get information that is available within the community when life happens, and we have a strong faculty that continues to support our students in realizing their dreams to become a Chef.

III. Placement Activities

At the time of this update to the Campus Effectiveness Plan, the reporting timeframe is 7/1/2012-6/30/2013. The campus placement rate for the current timeframe is 66.33%. The Career Services Department is providing in-field employment assistance to graduates within this reporting timeframe. As of September 25, 2013, the placement rate for the current timeframe is 70.71%. The Career Services Department is currently providing employment assistance to graduates within this reporting timeframe to find employment in their field of study with a deadline of November 1, 2013 to achieve the graduate employment goal.

The primary placement success indicator for Le Cordon Bleu College of Culinary Arts is graduate in-field employment for three years.

Overall placement rates have been seen a decline over the past three years.

2011	2012	2013
76.9%	62.7%	67.35%

Placement						
Year	School	State Schools	All ACICS Institutions	Urban Population	Associate Granting	Bachelor Granting
2012	62.7 %	NA	NA	NA	NA	NA
2011	62.8 %	69 %	70 %	69 %	69 %	70 %
2010*		72 %	71 %	71 %	69 %	72 %
2009*		74 %	74 %	76 %	73 %	74 %

* Le Cordon Bleu Atlanta was accredited by ACCSC prior to 2010 and is reporting the figures that were submitted to that accreditor.

PLACEMENT TREND DATA BY PROGRAM

Program	2011	2012	2013
AOS, Culinary Arts	77.78%	67.01%	74.44%
AOS, Patisserie & Baking	100%	68.18%	71.83%

Certificate, Culinary Arts	71.7%	53.57%	69.97%
Certificate, Patisserie & Baking	73.7%	46.15%	67.66%

A. Factors Affecting Placement Rates

Historically, Le Cordon Bleu College Atlanta has had positive employment outcomes for graduates in its programs of study. Within recent years, the employment rate began to decline. Although the foodservice sector is projected for job growth, many employers are looking for more experienced workers. The College recognizes that our students need practical work experience. As a result, our Career Services department now encourages more in-field part-time employment, culinary volunteerism, and the completion of stages in professional foodservice establishments in order to help students become better equipped for employment opportunities. We also assessed that many employers began to indicate a need for candidates with more practical work experience and leadership abilities in the field of study as the labor market tightened. Many students in our student population have not gained this practical experience prior to enrolling in school or starting the externship.

Feedback from many of the Not Yet Placed graduates has indicated that they will not seek in-field employment due to four primary reasons: low wages offered by employers in the industry; the career goal of self-employment and/or business ownership; the inability to relocate to areas offering more employment opportunities; lack of interest in adjusting to the demands of the hospitality industry (i.e. scheduling, hours, physical work). A number of our graduates did not attend school with the intent of becoming a professional cook, but rather this has been a lifelong interest for them.

B. Plan to Improve Placement Rates

Our Career Services Department is committed to developing career services programming that helps our students and graduates achieve employment success. In late 2011, we experienced a major shift in Career Services. As more focus was placed on the quality of graduate employment opportunities, we began to focus less on achieving the goal of 89.2% employment. The employment rate goal was no longer a performance metric for the Career Services Department. The primary intent of this shift was to ensure that Career Services Departments across the Strategic Business Unit placed emphasis on placing graduates into employment opportunities that met standards outlined by the leadership team. At this juncture, all reported graduate employments are verified through a third-party vendor to ensure accuracy and veracity. New employment guidelines have been established along with a new standardized Career Services Policy Manual. An employment approval process is also in place for those employments that may not meet the standard guidelines. A team of Career Services Leaders at the corporate office reviews these exceptions on a weekly basis and will approve those exceptions that can qualify or be justified as a valid graduate employment. This same process is extended to externship opportunities.

While placement rates are not the driving factor for performance for our campus, the campus acknowledges a minimum accreditation standard of 65% placement rate for each program. In order to improve graduate placement outcomes and deliver and deliver an extraordinary student experience, our overall Career Services goals for 2013 are as follows:

1. Develop a minimum of 5 new employers on a monthly basis.

2. Generate a minimum of 10 new job leads per week.
3. Lead a minimum of 2 on-campus employer recruiting events per year.

The anticipated outcome of these goals is greater employment opportunities for students and graduates for externships and employment, and ultimately a higher graduate employment rate for the campus. In addition to these specific goals, the Culinary Strategic Business Unit has also tasked each Career Services Department to accomplish an externship to employment conversion rate of at least 60% for 2012.

One of our primary activities to increase employment for our students and graduates is to provide on-campus recruiting events throughout the school year. Since January 2013, we have conducted a total of 21 recruiting events, including 2 Career Fairs, and 19 Featured Employer Days. Some of the participating employers include Walt Disney College Program, Pinehurst Resort, Cherokee Town and Country Club, and Levy Restaurants. Employers participating in these events typically offer a variety of opportunities including part-time/full-time jobs, externships (both paid and unpaid), and graduate job opportunities. One of the highlights thus far has been the Levy Restaurants Featured Employer Day. Three Le Cordon Bleu Atlanta alumni represented Levy Restaurants along with the Executive Chef. In addition to recruiting students for jobs at the Georgia Dome and the Georgia World Congress Center, the alumni chefs also conducted a 3 course cooking demonstration for the school. This provided an excellent opportunity for alumni to contribute back to their school, and most important, it allowed current students to see the possibility of success as demonstrated by these graduates. In 2011, the Culinary Strategic Business Unit established three main priorities for all Le Cordon Bleu Schools North America. The second of those priorities-to exceed student expectations in Career Services-has been the central guiding principle of the Career Services Department at Le Cordon Bleu College of Culinary Arts, Atlanta, Georgia. In order to achieve that expectation, our Career Services goals for 2013 are as follows:

Improve the profile of Career Services with staff, students, and community.

Improve the graduate employment rate for all Le Cordon Bleu programs of study by achieving a minimum of 70% overall employment rate by December 31, 2013.

Improve student success in externship placement by achieving a minimum of 80% paid externship opportunities and 75% conversion of externships to graduate employment.

Upon reviewing the budgeted student and graduate population, we increased the staffing level of the Career Services Department by adding one Career Services Advisor to the team in April 2012. We now have a total of five Career Services Advisors to service our student and graduate populations. This has enabled us to provide assistance to more students and graduates for individual appointments, in-classroom lectures, and general assistance.

Having enough staff members to sufficiently service students is important, but equally as important is creating a physical environment that is student-centered. The Career Services Department relocated to a centralized office space in April 2011, and in 2012, we redesigned the space to include an open reception area. We also have more bulletin boards which we use to communicate job leads, career events, and graduate success stories and events. By centralizing the department, it has increased our ability to service students in a one-stop shop center. In

addition to having greater access to Career Services Representatives, students also have access to kiosks to complete Career Services assignments, apply for jobs online, utilize Optimal Resume, and conduct career-related research.

The visibility of the Career Services Department has increased with the incorporation of standardized Career Services touch points into the syllabi of courses in each program of study. Career Services Representatives facilitate in-class workshops on such topics as resume and cover letters, general industry and employment information, interview skills, and externship preparation throughout the program. By incorporating the workshops in the classroom, Career Services now has the opportunity to interact with a greater number of students in order to provide them with essential career development information. The touch points give students a chance to acquire information, resources, and knowledge about those subjects that directly impact their ability to secure externships and employment in their areas of study. In the September 26, 2011 rotation, the Career Services staff facilitated over 16 touch points in various classes in the culinary and pastry program. Additionally, Career Services Representatives may offer extracurricular workshops on similar career development topics. Our Career Services Representatives also offer training on *Optimal Resume*, online software that offers assistance with resumes, cover letters, and portfolios. Optimal Resume also serves as an online job board and is accessible to students and graduates of all Le Cordon Bleu Schools.

In addition to increased classroom activity, Career Services plays a greater role in the student lifecycle from new student orientation to graduation. Career Services currently is responsible for coordinating new student orientation; administering the Wonderlic test at the point of enrollment; and coordinating the graduation ceremony. The Director of Career Services presents a portion of the orientation presentation and representatives are available after the orientation program to informally meet students. Career Services Representatives are assigned to students at the beginning of each new start, thus enabling representatives to foster relationships and begin the career coaching process earlier with students. Students are assigned to representatives alphabetically according to last names.

Career Services Department is responsible for coordinating the graduation ceremony. In April 2012, the department hosted the largest graduation ceremony to date with over 500 eligible graduates participating. This also included 7 online program graduates from LCB Scottsdale Online.

With an increased focus on quality employment outcomes for our graduates, we continue to work towards achieving the 70% graduate employment rate for 2013 with a desire to exceed this goal. In order to achieve this goal, we have placed greater emphasis on employment activities including on-campus recruiting events such as Featured Employer Days and Career and Externship Fairs in order to help our students and graduates connect with employers directly.

Our department hosts quarterly career fairs throughout the year. These recruiting events allow employers to represent their properties and share employment opportunities and career information with students and graduates. Students and graduates have the opportunity to network with employers, apply for positions, and in some cases, interview directly with hiring representatives. Employers may offer externship and employment opportunities depending on their current hiring needs. The Career Services Department invites a diverse group of employers

in order to expose the student population to the diversity of employers in the culinary field, including hotels, resorts, restaurants, hospitals, foodservice management companies, catering companies, and educational facilities.

The Career Services Department regularly communicates with graduates to provide information on current employment opportunities and on-campus recruiting events that may be of interest to them. Alumni are encouraged to attend on-campus job fairs and featured employer days in order to network with employers. Alumni also have access to employment leads on Optimal Resume. Lifetime employment assistance is available to Le Cordon Bleu graduates.

C. Future Annual Placement Goals

At the outset of 2013, the Culinary Strategic Business Unit for Le Cordon Bleu College of Culinary Arts established 70% as the placement goal for Le Cordon Bleu College of Culinary Arts Atlanta for the reporting timeframe. The CEC Career Services team determined this goal. Placement rates are reported bi-weekly by the Career Services Leadership Team at the corporate level and the campus level. Each Career Services Representative has weekly employment verification goals that are aligned with the strategy to achieve the College's employment goals.

IV. Student Learning Outcomes

Educational assessment often focuses on the cognitive learning domain with less attention paid to the psychomotor and affective domains. Cognitive learning may be measured and base lined nationally using the ACF certification tests. Within culinary education, while cognitive status maintains a prominent position as a product of the US educational system, chef instructors are equally preoccupied with psychomotor and affective status. Cognitive outcomes can be measured using pretest-posttest, exams, portfolios, capstone tests, projects, etc. Behavioral outcomes are judged through presentations, surveys of employers, and through reproduction of various dishes and menus graded by consistent rubrics. Affective learning outcomes involve students' attitudes, beliefs, and values. Within culinary education, affective outcomes such as professionalism, hygiene, and leadership qualities are highly promoted.

The most common assessment method for affective learning outcomes is the use of self-report surveys. Outcomes are specific changes in program participants' knowledge, behavior, and affect. The academic department, with assistance from the Student Chef Leadership Council is creating a definition of professionalism and a rubric for behavior and appearance in the classroom.

Students are assessed throughout the program to ensure their success. The following information captures a particular snapshot of their progress.

NEHA Test

The first course students take is Food Science and Sanitation which includes participation in the nationally recognized NEHA test, given by the National Environmental Health Association. During 2013, 440 students took this exam with a pass rate of 66%.

SAP Results

During the first quarter of 2013 (1/7/2013-3/29/2013), a total of 479 students were evaluated for Satisfactory Academic Progress. 94% of this group met requirements while 30 students required academic advising to improve their progress. All students who do not meet SAP are

required to meet with an advisor to review their circumstances and to establish a plan for addressing whatever issues have arisen. In the second quarter (2/18/13-3/17/13) an additional 424 students in the population were reviewed and a total of 31 students were found to not meet minimum requirements. Again advising and action plans are mandated. In the third quarter (4/8/2013-6/28/2013) 474 students in the population were reviewed and a total of 30 students were found to not meet minimum requirements. Again advising and action plans are mandated.

As we move forward in the academic year, we will be reviewing the progress of students during their second SAP term to ensure that the corrective plans in place are being followed and that the necessary adjustments are being made.

End of Course Evaluations

At the end of each course rotation (every 6 weeks), students are asked to evaluate both the content of their courses and the faculty delivering them. This information is used to assist faculty in improving the delivery of information and in the evaluation of the curriculum itself. Recently students have provided very high ratings for a general education course which has led us to expand our training opportunities to share the talents and knowledge of this instructor. As students share both positive and negative feedback, we hope to move quickly to improve our overall program delivery.

a. Factors affecting Student Learning Outcomes

The College regularly collects information that answers assessment questions of student learning outcomes: pre-enrollment surveys on learning strengths and weaknesses, course and instructor surveys, student satisfaction surveys, retention rates, pass rate for certification examinations, capstone versus mid-term courses, and surveys of alumni and employers. Other methods of assessment employed in this evaluation are pre- and post-tests for subject matter knowledge, portfolio evaluations, projects, presentations, culinary competitions, and exit interviews. We have decided for this year to focus on the NEHA sanitation and safety test to measure our results again on a national benchmark. We have also chosen to monitor SAP results to compare our results to those of other Le Cordon Bleu campuses. We continue to monitor end of course surveys and meet with instructors to review results, good and bad.

b. Plan to improve Student Learning Outcomes

During 2013, 440 students took this exam with a pass rate of 66%. This is well below our expected results. One major factor in the results is that our instructors are used to teaching from the National Restaurant Association ServSafe materials so 2013 was also a learning year for our instructors. As we become more familiar with the students shortcomings on the exam, we will be in a much better position to work with our students for better scores when compared nationally.

Our lead instructors and Director of Education have standardized the classroom observations and raised the standards for sanitation and kitchen orderliness. This should result in improved results in class and instructor evaluations.

Below is a chart showing a comparison between last year's SAP numbers and the current number of students on SAP. The very good news is that we are showing a marked improvement YOY and trending in an area where great retention results should start to surface. As you can see from the chart, the EG is almost 1% better than last year at this time. There have been some substantial improvements at a few campuses and it

is clear that our efforts are taking root. The goal for SAP is to be under 2.5%. The top performing attrition % schools consistently have lower SAP populations.

SAP							
2012				2013			
Population	SAP	%		Population	SAP	%	vs. PY
880	22	2.50%	Atlanta	854	20	2.34%	-0.16%
599	15	2.50%	Austin	482	5	1.04%	-1.47%
413	22	5.33%	Boston	393	13	3.31%	-2.02%
973	58	5.96%	Chicago	721	33	4.58%	-1.38%
842	33	3.92%	Dallas	639	9	1.41%	-2.51%
501	8	1.60%	Las Vegas	445	10	2.25%	0.65%
1708	102	5.97%	Los Angeles	1362	86	6.31%	0.34%
848	23	2.71%	Miami	535	6	1.12%	-1.59%
585	42	7.18%	MSP	390	19	4.87%	-2.31%
921	52	5.65%	Orlando	729	25	3.43%	-2.22%
455	20	4.40%	Portland	417	5	1.20%	-3.20%
323	7	2.17%	Sacramento	271	9	3.32%	1.15%
412	18	4.37%	San Francisco	371	11	2.96%	-1.40%
596	34	5.70%	Scottsdale	472	18	3.81%	-1.89%
346	14	4.05%	Seattle	323	13	4.02%	-0.02%
270	8	2.96%	St. Louis	240	7	2.92%	-0.05%
429	42	9.79%	Online	743	56	7.54%	-2.25%
11101	520	4.68%		9387	345	3.68%	-1.01%

c. Future Goals

We are in the process of getting all of our instructors certified as NEHA exam instructors and proctors. The more the faculty members are immersed in the NEHA approach, the better the test results will be going forward.

We have worked tirelessly the past year to assist our instructors in obtaining ACF certification and in particular, Certified Culinary Educator status. The rigor surrounding this certification helps the instructor to understand learning styles, classroom management, instructional techniques, and adjusting the presentation based on class feedback.

As with all metric tracking, we must be careful in interpreting SAP results. We can assume some generalities, but there are always hidden variables and implications that will arise later and I don't want anyone to be surprised. This is a look at one moment in time. Everyone has a SAP review coming up in 2 weeks and these numbers can change drastically although consistency is more the norm. In other words, small fluctuations up or down occur, but usually not large jumps. That said, keeping a close eye with the students on SAP is not only in our best interest, it is an accreditation requirement. In my opinion, grading is the #1 focus of all academic teams. Either from an instructor performance view or that of the student. Regardless, it is the most important factor when students decide to continue or not. Many will list other reasons on the way out. However, the reality is that no one likes to admit that they can't make it academically and therefore rarely divulge the real reason. More specifically that means the numbers below are on the low end and the impact of grading is much higher than what we see. The goal is under 3.0% and we know from experience that fewer than 2.5% will merit excellent retention results. We have worked very hard at improving the overall results and it shows. The number of schools in orange is significant. We have 12 of 17 showing

improvement versus last year and 12 of 17 are under the 3.0% goal. We will continue to look more closely which classes, perhaps specific faculty, or possibly there is some other extenuating factor driving the outcomes. I will also add that some of our grading rubrics are inconsistent and steer scoring into a lower grade mix. Working on consistent and fair grading practices is a must for all.

V. Student, Employer, and Graduate Satisfaction

Culinary schools have been charged with producing employees for the foodservice industry, while at the same time fostering individual learning, exploration, and growth. Culinary educators, and more importantly culinary students, would be rewarded greatly with a critical reflection of current practices. Simply stepping back from the habitual and customary kitchen demonstrations and considering new strategies for teaching may have long-lasting and even revolutionary effects on culinary education in particular, and the foodservice industry in general. Adults in technical and career training programs deserve a fresh approach to education that combines the best of humanistic and social learning theories with a results-oriented, practical application of training that today's businesses demand. Hospitality and foodservice industries judge competency of graduates based solely upon employers' needs. Yet schools should also move beyond the level of on-the-job training. From a purely educational point of view, the student experience (foremost among them being student learning outcomes), employer and graduate satisfaction should be paramount in cooking schools, in conjunction with industry needs for trained manpower.

A. Methods of determining student, employer and graduate satisfaction

The Culinary Education Group conducts surveys to assess employer and graduate satisfaction. The surveys are sent to graduates of all programs of study. The survey population covers approximately the accrediting body reporting timeframe. The results are then collected, compiled, and reported to the school's Director of Career Services, Director of Education, and President. Graduate surveys are conducted quarterly and compiled into one annual report. Employment surveys are conducted once a year.

In addition to the employer and graduate surveys, a Net Promoter Survey (NPS) and Institutional Survey were introduced in 2009 to measure faculty, staff, student and alumni satisfaction.

a. Graduate Surveys

The survey distributed in September 2012 measured graduate satisfaction in the following key areas: educational experience, knowledge and training of instructors, graduate confidence in their skills, perception of the Le Cordon Bleu degree in the industry, and Career Services. The survey also assessed future education pursuit of graduates.

The previous Wonderlic graduate survey assessed Career Services in the following areas: on-campus job fairs, assistance with resumes, cover letters, and interview strategies; knowledge of the Career Services staff; and availability of Career Services staff for assistance and information.

b. Employer Surveys

The Culinary Education Group conducts surveys to assess employer and graduate satisfaction. The survey population covers approximately the accrediting body reporting timeframe. The results are then collected, compiled, and reported to the school's Director of Career Services, Director of Education, and President.

Employers were asked to consider how likely they were to hire another Le Cordon Bleu graduate if they had another job opening. They were also asked to compare the job performance of our Le Cordon Bleu graduates to their other employees. Additionally, employers were asked to rank the job-related skills in these key areas: equipment knowledge, problem-solving skills, food safety/sanitation knowledge, technical skills, organization skills, and food cost control measures. Other key skill areas that employers assessed include communication skills, interpersonal skills, and leadership skills.

The previous Wonderlic survey measured employer satisfaction in these key areas: Career Services, job preparedness of graduates, knowledge and skills of graduates, overall satisfaction with Career Services and graduates, and work behaviors of graduates. These surveys asked employers to rate the Career Services Department in the following areas: awareness of how to contact the department to post employment opportunities, responsiveness of the Career Services Department for requests for referral of candidates, and customer service level of the Career Services Department. The job preparedness section of the survey asked employers to consider if our graduates are prepared for interviews, have appropriate resumes, and overall readiness for their employment opportunities. Employers were asked to rate the knowledge and skills of our graduates, including their oral and written communication skills, knowledge of their field of study, and technical skills. The category of overall satisfaction considered whether the Career Services Department and the graduates met the overall expectations of the employers. The final section of the employer surveys rated the employers' perception of the work behaviors of our graduates, including their ability to take direction, dependability, ethical decision-making, and ability to work as team players. In addition to these sections, employers have the opportunity to provide information on the number of Le Cordon Bleu College graduates they employ, their awareness level of the Career Services resources, and their company's current recruiting methods. There was also an opportunity to provide comments and more subjective feedback.

c. Student Satisfaction Surveys

The net promoter scores (NPS) for graduate surveys indicated promoter scores of over 50%.

B. Results of Satisfaction Surveys and Levels of Satisfaction

Graduate Satisfaction

The survey distributed in September 2010 measured graduate satisfaction in the following key areas: educational experience, knowledge and training of instructors, graduate confidence in their skills, perception of the Le Cordon Bleu degree in the industry, and Career Services. The survey assessed future education pursuit of graduates. The survey also looked at the employment status of the respondents. 11% of the respondents indicated that they were extremely satisfied with their educational experience at the College. Over 70% of the respondents agreed that the instructors had appropriate industry experience and knowledge in the areas that they taught. Overall, there is a sense that students could certainly develop more confidence in their skills. 28% of graduates believed their degree to be highly accepted by employers and 44% felt the degree to be somewhat accepted. In terms of Career Services, 56% of the graduates received assistance from the Career Services Department during or after their program. 20% of the respondents received resume assistance; 14% received cover letter assistance; and 12% received assistance with interview strategies. 20% reported other assistance, and 33% did not respond. Other details of interest were that 51% of the respondents reported being employed full-time, 11% employed part-time, and 27% not employed. 52% were employed in their field of study while 10% were not. Of those that were not employed, 23% were seeking employment in their field of study at the time of the survey.

In the previous Wonderlic graduate survey, respondents included graduates who completed their program of study between December 1, 2008 and June 30, 2009. Out of 269 respondents, 54 graduates completed the survey, a response rate of 20%. 48 out of 246 culinary graduates responded (20% response rate), and 6 out of 33 patisserie and baking graduates responded (18% response rate). 23 out of 53 respondents indicated that they used Career Services in their job search.

Areas that ranked higher in favorability ratings were:

- The opportunity to develop technical knowledge in the field of study
- On-campus job fairs
- Availability of facilities and equipment
- Opportunity to develop practical work skills
- Career Services workshops/in-class presentations on resume and cover letter writing.

Areas that ranked lower in favorability ratings were:

- Availability of Career Services staff for assistance and information (mid-seventy percentile)
- Job leads (mid-seventy percentile)
- Availability of part-time jobs (low-seventy percentile)
- Timeliness of part-time jobs (high sixty percentile)
- Variety of part-time jobs (mid-sixty percentile)

Employer Satisfaction

A round of employer surveys were conducted in September 2012, and the survey cohort included employers of graduates completing the programs between July 1, 2011 and June 30, 2012. 53 out of 329 survey employers responded to the survey, with a 16% response rate. The survey responses for this question indicated that we have a large number of employers in the category of passives, roughly 47% who are likely to hire a graduate from this campus. 32% of the respondents were classified as promoters when asked if they would hire a graduate of Le Cordon Bleu if they had another job opening available. The promoters are those organizations that have a very positive perception of Le Cordon Bleu graduates. The overall CEG rate in response to this question was 38%.

In terms of the employer perception of the job-related skills of graduates from the Atlanta campus, 68% of the respondents ranked them as good; less than 10% indicated poor in comparison to 67% good and 8.5% across the CEG. Employers were asked to rank the job-related skills in these key areas: equipment knowledge, problem-solving skills, food safety/sanitation knowledge, technical skills, organization skills, and food cost control measures. Other key skill areas that employers assessed include communication skills, interpersonal skills, and leadership skills. Complete results from this survey are available in the attached survey.

In the previous cohort year, the survey was conducted to employers that hired our graduates from July 1, 2010 and June 30, 2011. Of the 179 employers invited to participate, 41 returned the survey for a 23% response rate. Taking the same questions into consideration, 32% of employers said that they would hire another Le Cordon Bleu Graduate. The overall job related skills ranked high with 80% of the surveyed were promoters.

Areas that ranked higher in favorability ratings were:

- Ability to contact Career Services to post employment opportunities
- Preparedness of graduates for job interviews
- Dependability of graduates
- Ability of graduates to take direction

- Satisfaction with customer service of Career Services.

Areas that ranked lower in favorability ratings were:

- Ability of graduates to work as team players
- Potential of graduates to advance professionally in their current position
- Written communication skills of graduates
- Appropriate technical skills of graduates
- Preparedness of graduates for employment.

C. Results of Satisfaction Surveys and Levels of Satisfaction

To date, 69 students and/or graduates have completed survey for the campus. In a recent survey, 85% of respondents indicated that they were extremely satisfied with their career services experience. One of the important results of the survey was learning why students frequently visit Career Services. 39% of the students needed externship preparation; 33% needed assistance with part-time employment; 3% were seeking graduate employment, and 25% reported other. 100% of the respondents responded that they felt that the staff was knowledgeable. Over 80% of respondents indicated that the Career Services staff was knowledgeable and prepared with career-related information.

In relation to other Le Cordon Bleu schools, 815 total responses across all campuses have been received since the Career Services Questionnaires were implemented. 77% of respondents indicated that they were extremely satisfied with their career services experience. 48% of all respondents indicated a need for assistance with externship preparation and 24% indicated a need for assistance with part-time employment. Only 2% reported a need for graduate employment assistance. This data implies that externship preparation is a key priority for Career Services Departments.

a. Factors affecting Graduate and Employer Surveys

The surveys were distributed and responded to by a limited number of participants in both the employer category and the graduate category. Responses from a small number of participants do not provide the strongest data for an accurate assessment of our performance as a whole.

b. Plan to improve Graduate and Employer Survey Results

In an effort to harvest a larger number of participants, we will employ a strategy to make both the employer and the graduate aware of the survey prior to the release and also the importance of their participation in order for us to better serve them based on the results of these surveys. This can be achieved by the introduction of the survey process at the beginning of our respective employer and student relationships as well as periodic reminders to those relationships currently established.

D. Future goals and initiatives

a. Goals and initiatives to improve student satisfaction

Detailed interviews and counseling sessions will be put into place to address the following areas for current students:

- Student perception of the level of skills that they possess for the industry
- Acceptability of the degrees conferred

- Improving resume assistance for 95% or better for the population of current students

b. Goals and initiatives to improve graduate satisfaction

Creating a graduate employment plan for each graduate (where contact is available) to improve the following:

- Improving not employed graduates by 10% (reducing unemployed graduates to 17%)
- Decreasing the number of graduates employed out of field by 5% through career comparisons of industry vs. non-industry positions
- Social media footprint

c. Goals and initiatives to improve employer satisfaction

Employer satisfaction questionnaires will be included in Externship Supervisor evaluation packets to gather data on the areas of improvement in the following areas:

- Verbal and written communication skills required for the daily functions of the employee
- Description of the work environment and the social skills needed to succeed as an employee
- The appropriate technical skills for the positions within the company

The information gathered from the Externship Site Supervisor evaluation will be reviewed and discussed by senior management and applicable parties to devise a plan of action to address the common thread issues from the employers' perspective. The anticipated results of the TBD action plan will be to reduce or eliminate the common issues of employer detractors.

VI. Evidence of Plan's Effectiveness

The evidence of the effective of the CEP is illustrated through the improving results of the college and by refining the process of goals, assessment, and accountability. The president leads quarterly meetings with Le Cordon Bleu management to review, discuss, and evaluate the data points for each department. The validity of data points are discussed and adjusted as needed based upon the changes in the academic programs and/or operational changes. The information recorded on the Institutional Effectiveness Summary Table is compared to current data enabling the committee to identify positive and negative trends. Any negative trends are discussed and courses of action are determined. Similarly, positive trends which are identified are assessed, so continued enhancement of best practices is realized. Annually, the entire CEP is evaluated by the IET at the first meeting of the subsequent year so that new institutional effectiveness goals may be set.

VII. Evaluation of Campus Effectiveness Plan

The CEP is reviewed by LCB's senior management team on a quarterly basis based upon data collection within all departments of the school. The senior management team assures that data is collected, interventions are proposed and goals are met on a quarterly basis with an annual update of the CEP. The collected data is both viewed systematically and systemically. The recent changes to the plan have included additional data collection within all departments with the intent to glean meaningful information to assess where we have areas of opportunity to improve the overall

student experience and outcomes. It is our goal to continue to improve our learning outcomes, student experience, student retention and job placement for our graduates and alumni relations.

Campus Effectiveness Plan Checklist

<i>ACICS Accreditation Criteria</i>	<i>Page or Section</i>
3-1-100 Institutional Effectiveness	4
<ul style="list-style-type: none"> The CEP is developed, implemented, and congruent with the institutional mission. 	4-5
<ul style="list-style-type: none"> The CEP identifies ways to assess and continuously improve educational programs and processes. 	5
<ul style="list-style-type: none"> Short-term objectives are included in the plan. 	5
3-1-111 Campus Effectiveness Plan	
<ul style="list-style-type: none"> The CEP describes the characteristics of the programs offered. 	7-9
<ul style="list-style-type: none"> The CEP describes the student population. 	10-11
<ul style="list-style-type: none"> The CEP states how continuous improvement will be made to improve or enhance these outcomes: (these five outcomes must be in the CEP. The institution may choose to add outcomes.) <ul style="list-style-type: none"> Student retention rates Student placement rates Level of graduate satisfaction Level of employer satisfaction Student learning outcomes 	<ul style="list-style-type: none"> 22-26 26-29 30-33 30-33 29
<ul style="list-style-type: none"> The CEP describes the types of data, including baseline data, used for assessment. 	39 - 45
<ul style="list-style-type: none"> The CEP describes how the data were collected. 	4-5, 12-13
<ul style="list-style-type: none"> The CEP describes the rationale for using the data. 	4
<ul style="list-style-type: none"> The CEP describes how the data were used to improve educational processes. 	4-7
<ul style="list-style-type: none"> The CEP describes how baseline and comparative data were used to demonstrate that student learning has occurred. 	29
<ul style="list-style-type: none"> The CEP identifies placement and retention rate goals for the following year and identifies the rates for the past 3 AIR years. 	26

<ul style="list-style-type: none"> The CEP identifies the specific activities that will be undertaken to meet the goals set for the next year. 	5
3-1-112 Implementation and Monitoring of the CEP	
<ul style="list-style-type: none"> The CEP documents that the specific activities identified in the plan are carried out and that periodic progress reports are completed. 	12-21
<ul style="list-style-type: none"> Periodic reports of CEP progress are completed to ensure that the plan's activities have been implemented. 	4
<ul style="list-style-type: none"> The institution has identified individuals assigned with the responsibility for implementing and monitoring the CEP. 	12-21
3-1-113 Evaluation of the CEP	
<ul style="list-style-type: none"> The institution evaluates the plan, its goal, and activities at least annually. 	4
<ul style="list-style-type: none"> The annual evaluation requires the determination of initial baseline rates and a measurement of results after planned activities have occurred. 	12-21
<ul style="list-style-type: none"> The institution has documentation of historical outcomes (from the prior three years is sufficient). 	Addendum
<ul style="list-style-type: none"> The CEP shows evidence of how this historical data is used to achieve expected goals. 	37-45
<ul style="list-style-type: none"> The institution has adjusted its goals as a result of the evaluation of the CEP. 	34

Addendum: Collected data

Placement

Data Collection, Timeline, Assessment Results

Goals	Assessment Tool & Assessment Criteria	Data Collection/Timeline/Responsibility	Assessment Results
To achieve and maintain graduate employment rates above ACICS average AIR rate.	Assessment Tool: Placement Rates-AIR Assessment Criteria: Annually review the AIR overall graduate employment rates.	Annually Campus: Tirrell Anthony, Director of Career Services Management Person: Glenn R. Mack, Campus President	Results/Findings: Current graduate employment rate for graduates in the 7/1/2012-6/30/2013 timeframe is for all programs.
To define resources and expectations for Career Services from in-school students to improve student satisfaction.	Assessment Tool: In-school Career Services Survey Assessment Criteria: Survey students on the type of assistance needed (resume/cover letter assistance, job search, career guidance, externship assistance, workshops, availability of staff).	Quarterly Campus: Tirrell Anthony, Director of Career Services Management Person: Glenn R. Mack, Campus President	Results/Findings:

Graduate Satisfaction

Data Collection, Timeline, Assessment Results

Goals	Assessment Tool & Assessment Criteria	Data Collection/Timeline/Responsibility	Assessment Results
To achieve and maintain graduate employment rates above ACICS average AIR rate.	Assessment Tool: Graduate Survey Assessment Criteria: Annually review the AIR overall graduate employment rates.	Collected and tallied quarterly by the Culinary Education Group Campus: Tirrell Anthony, Director of Career Services Management Person: Glenn R. Mack, Campus President	Results/Findings:

Employer Satisfaction

Data Collection, Timeline, Assessment Results

Goals	Assessment Tool & Assessment Criteria	Data Collection/Timeline/Responsibility	Assessment Results
To assess employer satisfaction with technical and practical skills and overall	Assessment Tool: Wonderlic Employer Survey Assessment Criteria:	Collected and tallied quarterly by the Culinary Education Group Campus: Tirrell Anthony,	Results/Findings: Most recent survey reported from.

preparedness of graduates for employment in the field of study.	Data is collected on	Director of Career Services Management Person: Glenn R. Mack, Campus President	
To measure employer satisfaction with recruiting events and professional development events facilitated by the Career Services Department.	Assessment Tool: Career Services Event Survey	Collected and tallied after Career Services on-campus recruiting events, including career fairs, workshops, and featured employer days Campus: Tirrell Anthony Management Person: Glenn R. Mack, Campus President	Results/Findings:

2013 – 2017 Departmental Improvement Goals

Based on the College's most recent outcomes assessments and our on-going evaluation of operations, needs and opportunities for further improvement the Executive Management Team has set the following departmental goals for improvement. These are evaluated, adapted and changed on a quarterly basis.

Overarching Institutional and Le Cordon Bleu Goals

2012 Goals and accomplishments:

- Improved Conversion Rate and show rate
- Improved Retention Rate
- Grew LCB Online enrollment
- Grew Enthusiast program to 2 classes per month
- Implemented President @ Large Program (New President Preparation Program)
- Established Leadership and Key Position Succession Planning
- Implemented Master Chef Certification Prep Program for Faculty

2013 Goals:

- Ensure compliance in every facet of our business. No new material legal or compliance issues. Partner with Compliance and departmental training groups to ensure all employees are trained regularly on updates in policies and procedures and to also be a role model for adherence to all school and CEC policies and procedures.
- Overachieve budgeted OI through sound operational decisions and execution, while preparing strategically for the future.
- Manage NPS to year-over-year improvement.
- Improve persistence of our students
- Increase our leadership capabilities through successful completion of either CEG Management Training Program and/or the Corporate Developing Leadership Academy, and by consistently demonstrating the ability to effectively coach and develop employees.
- Deliver timely performance evaluations for employees with timely mid-year reviews, ensuring developmental goals for each employee are in place (IDPs). Have regular meetings to monitor progress of performance goals.
- Maintain appropriate staffing levels for 2013 in conjunction with established workforce management principles and through appropriate planning based on budgeted as well as actual needs.

2014-2017 Goals:

- Improve retention year over year
- Fully integrate professionalism program into curriculum
- Maintain lively student clubs and campus activities
- Develop self-sustaining student and faculty ACF competition teams
- Further integration of LCB operation and website to reflect LCBI campuses
- The College will aim to attract the finest talent (instructors, students, and administrators), innovatively train industry leaders in a variety of educational formats, and offer new degrees and specialization, while at the same time maintaining our role as keepers of the flame—the cherished traditions, techniques dishes, ingredients, and presentations from the world's cultures.

Academics

2012 Goals and accomplishments:

- Improved Retention Rates
- Development and implementation of student recognition programs
- Improved management and oversight of faculty accreditation files
- Improved Student Satisfaction on Net Promoter Survey year over year.
- Improved retention through expanding early intervention efforts, learning community
- Developed successful process to transition certificate students from certificate to AOS, increased collaboration within the department to improve the scheduling process.

2013 Goals:

- Improve retention rates from previous year
- Implementation of the Culinary and Patisserie & Baking Associate programs
- Achieve 100% ACF certification for all Culinary members of the faculty
- Improve classroom management of instructors
- Develop self-sustaining student and faculty ACF competition teams
- Implement and Maintain student clubs and campus activities
- Increase efficiency in scheduling and campus occupancy
- Develop and maintain forecast accuracy to ensure quality assessment of outcomes.
- Improve SAP Met percentage, Ensure 95% schedule out for active students, improve accuracy of new start files through thorough file audits, improve % students returning from LOA
- Refine, revise and fully implement pastry element of competency portfolio
- Create momentum in raising high performance standards for faculty and students
- Increase faculty involvement in presentations of techniques and classroom management best practices during in-service presentations
- Increase interdepartmental communication to improve customer service
- Hire the finest talent for General Education courses
- Implementation of attendance reward system

2014-2017 Goals:

- Improve retention year over year
- Fully integrate professionalism and “soft industry skills” into curriculum
- Implement LCB Atlanta Student Governing Association (SGA)
- Establish ACF certification SOP for new hires
- Become an accredited ACF written exam testing center
- Increase faculty involvement/mentoring with local high school culinary programs
- Expand faculty/staff development programs and training for satisfaction, promotion and succession planning.
- Faculty Retention and engagement – maintaining and improving retention of this population through increased offsite in-service training.
- Maintain operational efficiency and control food cost to ensure overachievement of budget and sufficient service to students.
- 100% accuracy on new start files after file audits are done, improve retention
- Fully implement culinary element of competency portfolio
- Establish faculty development and in-service team

Accounting

2012 Goals and accomplishments:

- Implement standardized recipes / correct issues

- Move purchase managers office to front for better availability
- Set up one stop shop for students to pick up supplies for classes
- To reduce inventory in book supplies and uniforms: achieved by working with student accounts to get an accurate count on supplies needed for each month

2013 Goals:

- Implement standardized recipes / correct issues
- Achieve operating income within a + - 3% variance to forecast.
- Reach 100% SOX compliance.
- Reduce past due payments from students by getting all documents needed for Financial Aid.
- Improve VA funding by working with VA students and VA.

2014-2017 Goals:

- Continue to improve service to students.
- Continue to improve service to other departments.
- Control food cost at budgeted or below
- Maintain food inventory
- Maintain book and uniform supplies at amount needed per start population.

Admissions

2012 Goals and accomplishments:

- Achieved a 58.2% Show-rate
- Improved the National Platform performance
- Created the High School model
- Reestablished relationships with High Schools
- Promoted Tiffany Gyles to a Lead Representative, Vernita Bullard Johnson to Campus Director of Admissions at SBI Atlanta, Shaye Harrison to Rep B, Roderick Gilchrist to Senior Rep B and Amel Jamakovic to Rep B
- Improved the communication with other departments

2013 Goals:

- Achieve all Start Targets
- Continue to Develop and Train the admissions representatives
- Improve Admissions Efficiencies in all metrics
- Improve the Effectiveness of the HS Program
- Improve all key metrics (enrollments, starts, show-rate and lead to enrollment conversion) within the department over previous year's results
- Continue to improve the enrollment/file creating procedure

2014-2017 Goals:

- To be recognized as the top and most innovative team within our division.
- Continue to Develop and Promote Admissions leaders
- Improve our overall Show-rate %
- Continue to develop our High School program
- Continue to improve the level of customer service provided to all customers

Career Services

2012 Goals and accomplishments:

- Completed 4 quarterly Career Expos showcasing multiple employers
- 12 Featured Employers on campus

- Streamlined processes in graduate placement procedures designed to increase placements in the next ACICS Cohort
- Developed job lead intake processes to cultivate growth for 2013
- Developed new employment sites in an effort to decrease unpaid Externships

2013 Goals:

- Achieve and maintain an ACICS mandated campus placement rate of 70% or better
- Achieve and maintain individual ACICS mandated program placement rates of 70% or better
- Increasing Featured Employers on campus by 100% Year over Year
- Developing and sourcing over 1000 new job leads
- Recruiting multiple companies for demonstrations and workshops
- Increase externship to placement conversions by 25% Year over Year
- Facilitate career developmental workshops for current students and alumni
- Maintain 100% adherence to "Co-Teach" class presentations
- Implement a campus goal of 80% graduate placement
- Improve NPS Year over Year
- Ensure audit readiness for graduate files
- Increase Alumni participation

2014-2017 Goals:

- Consistent improvement Year over Year in campus placement rates
- Maintain or exceed ACICS placement rate goals
- Continue to grow the employer data base
- Implement employer site visits
- Increase Alumni participation
- Diversify Career Services programming to include training on online applications, behavioral interview skills, and other topics that impact students and graduates in their employment search.
- Increase relationships with employers and key stakeholders who can provide paid externship and employment opportunities for students and graduates.
- Provide professional development and training for Career Services staff members.
- Support campus-wide retention efforts by assisting in-school students with securing in-field employment and externships appropriate to their programs of study as well as to ensure that students start and complete externships successfully.

Facilities/Purchasing/IT

2012 Goals:

- Maintain our facilities according to lease and corporate standards through CBRE and local help desk system.
- To ensure that our IT (Unisys) for CEC is correcting outstanding issues on timely manner.
- To upgrade security system to ensure building safety by third quarter
- To oversee classrooms remodel

2013 Goals:

- Continue to keep food cost at or below budget
- Replace food track with birch tree
- Maintain equipment thru CBRE
- Finish painting remaining walls in front office area

- Replace front signage lighting over to LED lighting
- Continue corporate standardization
- Continue working with Local ground IT & corporate IT on issues
- Install more security cameras
- Switch current Cell plan to BYOD system

2014-2017 Goals:

- Continue to keep food cost at or below budget
- Do more in house fabrication of product to utilize in classes
- Change out all carpet in front office area
- Remove both sets of back doors & replace with smaller less weight doors
- Add handicap access to front and back of building (Push button access)
- Continue corporate standardization
- Continue working with corporate IT issues
- Install new helpdesk system to better track of issues
- Install Rightfax desktop faxing

LE CORDON BLEU COLLEGE CULINARY ARTS-ATTENDING

HAS BEEN RECOGNIZED AS AN

ACFEF *Exemplary* PROGRAM

(b)(6)

ROB HUDSON, CEC, CCE
ACFEF ACCREDITING COMMISSION CHAIR
JULY 2011



Programmatic Accreditation by ACFEF Accrediting Commission

Certificate of Accreditation

This certificate affirms that

Le Cordon Bleu College of Culinary Arts

AOS Degree in Le Cordon Bleu Patisserie and Pastry Arts

*Is accredited by
The Accrediting Commission of the
American Culinary Federation Education Foundation*

Expiration Date: 6/30/2016

(b)(6)

Chair, ACFEF Accrediting Commission
Rob Hudson, CEC, CCE



Programmatic Accreditation by ACFEF Accrediting Commission

Certificate of Accreditation

This certificate affirms that

Le Cordon Bleu College of Culinary Arts

AOS Degree in Le Cordon Bleu Culinary Arts

*Is accredited by
The Accrediting Commission of the
American Culinary Federation Education Foundation*

Expiration Date: 6/30/2018

(b)(6)

Chair, ACFEF Accrediting Commission
Rob Hudson, CEC, CCE



Programmatic Accreditation by ACFEF Accrediting Commission



July 15, 2011

Le Cordon Bleu College of Culinary Arts - Atlanta
1927 Lakeside Pkwy
Tucker, GA 30084-5865

Attn: Culinary Arts Department

Dear Sir or Madam,

Congratulations! The American Culinary Federation Education Foundation's (ACFEF) Accrediting Commission recently met and approved your request for Initial accreditation. The Commission has given a **Grant of Accreditation** beginning **6/30/2011**, not to exceed beyond **6/30/2016**, for the following program:

AOS Degree in Le Cordon Bleu Patisserie and Baking

Your certificate is attached. We hope you display it with pride.

As part of the continual monitoring of your program by the Accrediting Commission, you will have an **Annual Report due to the ACF national office by 5/1/2012**. An electronic template will be sent to you with additional information at least three months prior to your Annual Report due date.

For your announcements and/or publications, it is important that whoever reads your publications understands that the accreditation is programmatic and that your program is accredited by the Accrediting Commission. Please ensure that the wording specifies that your program is "accredited by the Accrediting Commission of the American Culinary Federation Education Foundation" or "accredited by the American Culinary Federation Education Foundation's Accrediting Commission".

Should you have any questions, please do not hesitate to contact the accreditation department, at 800-624-9458.

Best wishes for continued success during your upcoming academic year.

Congratulations,

(b)(6)

Rob Hudson, CEC, CCE
Chair, ACFEF Accrediting Commission

cc: file



July 15, 2011

Le Cordon Bleu College of Culinary Arts - Atlanta
1927 Lakeside Pkwy
Tucker, GA 30084-5865

Attn: Culinary Arts Department

Dear Sir or Madam,

Congratulations! The American Culinary Federation Education Foundation's (ACFEF) Accrediting Commission recently met and approved your request for Renewal accreditation. The Commission has given a **Grant of Accreditation** beginning **6/30/2011**, not to exceed beyond **6/30/2018**, for the following program:

AOS Degree in Le Cordon Bleu Culinary Arts

Your certificate is attached. We hope you display it with pride.

As part of the continual monitoring of your program by the Accrediting Commission, you will have an **Annual Report due to the ACF national office by 5/1/2012**. An electronic template will be sent to you with additional information at least three months prior to your Annual Report due date.

For your announcements and/or publications, it is important that whoever reads your publications understands that the accreditation is programmatic and that your program is accredited by the Accrediting Commission. Please ensure that the wording specifies that your program is "accredited by the Accrediting Commission of the American Culinary Federation Education Foundation" or "accredited by the American Culinary Federation Education Foundation's Accrediting Commission".

Should you have any questions, please do not hesitate to contact the accreditation department, at 800-624-9458.

Best wishes for continued success during your upcoming academic year.

Congratulations,

(b)(6)

Rob Hudson, CEC, CCE
Chair, ACFEF Accrediting Commission

cc: file



July 15, 2011

Le Cordon Bleu College of Culinary Arts - Atlanta
1927 Lakeside Pkwy
Tucker, GA 30084-5865

Attn: Culinary Arts Department

Congratulations! Your AOS Degree in Le Cordon Bleu Culinary Arts program has been identified as "Exemplary" by the American Culinary Federation Education Foundations Accrediting Commission (ACFEFAC) at the January 2011 meeting.

You have a choice of receiving your Exemplary certificate at your regional conference or during the 2011 ACF National Convention in Dallas. The certificate can be mailed if you do not plan to attend either event. Contact us for details if you plan to accept your certificate in person.

To qualify as an Exemplary Program upon renewal application of ACFEF Accreditation, a program will have had no areas of noncompliance during the last visiting renewal team report. Those programs receive a grant of accreditation for seven (7) years.

The team evaluating the program participates in an onsite visit and determines through a checklist and comparison of the program to the nationally recognized ACFEF Standards that the program has substantially met the entire and required eight (8) knowledge areas: Eligibility, Program Mission and Goals, Organization and Administration, Faculty and Staff, Curriculum, Facilities, Student Services, and Assessment.

On the ACF website, a special emblem will be placed next to your program's information, and a press release will be forthcoming from the ACF national office. A copy will be sent to you upon release.

Again, congratulations. If you have questions regarding the criteria or presentations of this prestigious award, please contact me at 800-624-9458, ext. 120.

Sincerely,

(b)(6)

Rob Hudson, CEC, CCE
ACFEF Accreditation Commission Chair

Cc: file

http://www.acfchefs.org/ACFSource/Education/Postset Admin Accredited Postsecondary ...

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[Initial accreditation: 12/31/2008; expiration: 12/31/2020]

Contact: Kerri D. Crean, CSC, CCE - kcrean@gwinnettech.edu
(678) 226-6625

Le Cordon Bleu College of Culinary Arts in Atlanta
www.chefs.edu/Atlanta
1927 Lakeside Pkwy, Tucker, GA 30084-5865
AOS in Le Cordon Bleu Culinary Arts
[initial accreditation: 6/30/2006; expiration: 6/30/2018]
AOS in Le Cordon Bleu Patisserie and Baking
[initial accreditation: 6/30/2011; expiration: 6/30/2016]
Certificate in Le Cordon Bleu Culinary Arts
[initial accreditation: 6/30/2012; expiration: 6/30/2016]
Certificate in Le Cordon Bleu Patisserie and Baking
[initial accreditation: 6/30/2012; expiration: 6/30/2016]
Contact: Daryl L. Shular, CEC - dshular@atlanta.chefs.edu
(770) 723-3548



North Georgia Technical College Blairsville Campus
www.northgatech.edu
121 Meeks Ave, Blairsville, GA 30512-2983
AAS Degree in Culinary Arts
[initial accreditation: 6/30/2007; expiration: 6/30/2017]
Contact: David Drake - ddrake@northgatech.edu
(706) 439-6315

North Georgia Technical College Currahee Campus
8989 Highway 17, Toccoa, GA 30577-8864

1:32 PM 6/4/2014



INVENTORY OF EQUIPMENT

750 First Street, NE, Suite 980

Washington, DC 20002-4241

TEL: (202) 336-6780

Include equipment used directly in the educational activities of the institution; do not include administrative equipment. Add items to this list as necessary.

Name of Institution Le Cordon Bleu College of Culinary Arts – Atlanta ID Code 030226

City, State, Zip Tucker, GA 30084

COMPUTERS	NUMBER	AVE AGE	OWN/LEASE
Dell OptiPlex 780 Library	15	5	own
HP 6200 Pro Library	16	5	own
Dell OptiPlex 780 Classrooms	14	5	own

OTHER INSTRUCTIONAL EQUIPMENT	NUMBER	AVE AGE	OWN/LEASE
Ricoh Printer Model MP 9001 Library Student	1	3	lease
Pan- Baking with Handles	31	10	Own
Pan- Saute, Aluminum 14"	17	10	Own
Pan – Omelet	60	7	Own
Pan – Crepe	10	7	Own
Pan- Saute, Aluminum 12"	13	10	Own
Pan- Saute, Aluminum 10"	47	10	Own
Pan- Sauce, Stainless 9" short	40	2	Own
Pan- Sauce, Stainless 9" medium	18	2	Own
Pan- Sauce, Stainless 9" tall	25	2	Own
Pan- Sauce, Stainless 5"	25	10	Own
Pan- Sauce, Stainless 7"	12	10	Own
Pan- Sauce, Sloped with round bottom 1 QT	27	10	Own
Sheet Tray, Aluminum- Half, 13" x 18"	44	10	Own
Sheet Tray, Aluminum- Full, 18" x 26"	721	10	Own
Stock Pot- Aluminum 6 quart	3	10	Own
Stock Pot- Aluminum, 8 Qt	13	10	Own
Stock Pot- Aluminum 12 Qt	18	10	Own
Stock Pot- Aluminum 40 Qt	10	10	Own
Bowl Mixing- 9"	8	10	Own
Bowl Mixing - 11"	22	1	Own

Bowl Mixing- 12"	9	10	Own
Bowl Mixing- 13"	18	10	Own
Bowl Mixing- 15"	10	10	Own
Bowl Mixing- 18"	1	10	Own
Bowl Mixing- 22"	2	10	Own
Hotel Pan- Full Size, 2"	16	4	Own
Hotel Pan- Full Size, 4"	22	4	Own
Hotel Pan- Full Size, 6"	3	4	Own
Hotel Pan- Half Size, 2"	6	10	Own
Hotel Pan- 1/3 Size, 4"	65	10	Own
Hotel Pan- 1/4 Size, 2"	32	10	Own
Hotel Pan- 1/6 Size, 2"	39	10	Own
Hotel Pan- 1/6 Size, 4"	10	10	Own
Hotel Pan- 1/9 Size, 6"	18	10	Own
Hotel Pan- Perforated, Full Size, 2"	8	10	Own
Hotel Pan- Perforated, Full Size, 4"	2	10	Own
Hotel Pan- Perforated, Half Size, 4"	1	10	Own
Juicer, electric	1	1	Own
Rice cooker	3	2	Own
Rondeau/Braiser Small	6	10	Own
Rondeau/Braiser Medium	10	20	Own
Rondeau/Braiser Large	3	10	Own
Lid- Red, Square	172	10	Own
Lid- Green, Square	129	10	Own
Lid - Blue, Square	88	10	Own
Pitcher- Measuring, 1 Pint	10	5	Own
Pitcher- Measuring, 4 Quart	18	5	Own
Salad Spinner	5	10	Own
Storage Container- 4 Qt., Square	120	10	Own
Storage Container- 6 Qt., Square	160	10	Own
Storage Container- 2 Qt., Square	42	5	Own
Storage Container- 6 Qt., Square	41	4	Own
Storage Container- 8 Qt., Square	44	10	Own
Storage Container- 12 Qt., Square	30	3	Own
Storage Container- 18 Qt., Square	27	10	Own
Storage Container- 22 Qt., Square	23	10	Own
Storage Container, Lexons/Tops, 20/40 with Lids	12	10	Own
Bain Marie Large	12	10	Own
Bain Marie Medium	12	10	Own
Bain Marie Small	12	10	Own
Bin- Ingredient, Small	33	4	Own
Bin- Ingredient, Lids	33	4	Own
Blender – Quik Stik – Imersion	8	1	Own

Blender- Vita Mix, Variable Speed	2	2	Own
Bus Tubs- Large	10	10	Own
Cabinet- Closed Door	20	8	Own
Can Opener	10	10	Own
Cart- Utility, 2 shelves	12	4	Own
Chafing Dishes	6	8	Own
China Cap- Fine,8"	8	1	Own
China Cap- Fine, 12"	37	8	Own
Chinoise	13	10	Own
Colander- Aluminum, 16" Diameter	16	10	Own
Cutting Board- Hanging Blue, 18" x 24"	18	10	Own
Cutting Board- Hanging Green, 15" x 20"	13	10	Own
Cutting Board- Hanging Green, 18" x 24"	91	10	Own
Cutting Board- Hanging Red, 18" x 24"	37	10	Own
Cutting Board- Hanging White, 15" x 20"	3	10	Own
Cutting Board – Hanging Blue, 18" x 24"	18	10	Own
Cutting Board – Hanging Yellow, 18"x 24"	45	10	Own
Cutting Board- White, 18" x 24"	48	10	Own
Cutting Board – Yellow, 15" X 20"	35	10	Own
Cutting Board – Red, 15" x 20"	6	10	Own
Cutting Board – Blue, 15 " x 20"	6	10	Own
Cutting Board – Dark Blue, 18" x 24"	11	10	Own
Cutting Board- Storage Stand	18	10	Own
Food Mill- 12" Diameter	10	10	Own
Ice Caddy	15	4	Own
Ice Wand- 2 Qt.	6	5	Own
Pails- 3 qt. Green	101	8	Own
Pails – 3 qt. Red	106	8	Own
Pails- 8 qt. Green	16	8	Own
Pails – 8 qt. Red	32	8	Own
Pasta Machine	4	8	Own
Roasting/Cooling Grate- Wire, Full	20	10	Own
Roasting/Cooling Grate- ½ size	10	10	Own
Roasting/Cooling Grate ¼ size	1	10	Own
Robot Coupe- Lids	7	8	Own
Robot Coupe- Plastic Bowl	5	8	Own
Robot Coupe- S/S Bowl	4	8	Own
Robot Coupe- S Blade	7	8	Own
Scale- Spring, 32oz Capacity	45	8	Own
Scale- Spring, 5 # Capacity	7	8	Own
Speed Rack- 1/2 size	2	5	Own
Speed Rack- Full Size	42	2	Own
Steamer, bamboo, Small	4	3	Own

Steamer, bamboo, Large	4	3	Own
Sushi Mats	12	3	Own
Terrine with Lid	24	10	Own
Tortilla Press	2	2	Own
Basket- Bread	4	7	Own
Food Serving Tray	1	7	Own
Water pitchers	15	7	Own
Burner- Induction	12	3	Own
Cake Tables	27	8	Own
Dish- Crème Brulee, Oval, fluted	17	8	Own
Dish – Crème Brulee, Round, fluted	5	8	Own
Dish – Au Gratin, Round	35	8	Own
Kitchen Aid- Bowl, 10 qt.	65	8	Own
Kitchen Aid- Dough Hook, 10 Qt. Mixer	62	8	Own
Kitchen Aid- Paddle, 10 Qt. Mixer	52	8	Own
Kitchen Aid- Whisk, 10 Qt. Mixer	45	8	Own
Mixer- Countertop, 10 Qt.	57	8	Own
Mold- Brioche, 2.75" Diameter	70	8	Own
Pan- Baking, 12"x18"	172	3	Own
Pan- Baking, 12.5"x23"	120	3	Own
Pan- Cake, Angel Food	14	3	Own
Pan- Cake, Bundt	10	3	Own
Pan- Cake, 6"	5	3	Own
Pan- Cake, 8"	15	3	Own
Pan- Cake, 9" x 3"	12	3	Own
Pan- Cake, 10"	52	10	Own
Pan – Cake, 12"	3	10	Own
Pan- Crepe, 9.75" Non-Stick	19	10	Own
Pan- Loaf, 6" x 9"	32	10	Own
Pan- Loaf, Bread Pullman	22	10	Own
Pan- Muffin, 3" Diameter, 24 Indents – Silicon	6	10	Own
Pan- Tart Fluted, 8"	5	10	Own
Pan- Tart Fluted, 9" False Bottom (only 2 bottoms)	36	10	Own
Ring- Mousse, 200MM	32	10	Own
Ring- Mousse, 90 MM	122	10	Own
Ring- Mousse, 180 MM	24	10	Own
Ring- Mousse, 140 MM	6	10	Own
Rolling Pin with Handles	28	4	Own
Platters – Mirror	10	7	Own
Platters – Rectangle	10	5	Own
Platters – Oval	7	5	Own
Platters – Square	5	5	Own
Spoons – Large – slotted	36	8	Own

Spoons – Large	26	8	Own
Peelers	50	1	Own
Microplane	5	2	Own
Citrus zester	2	2	Own
Channel knives	2	2	Own
Zester	8	2	Own
Tongs, various sizes	45	3	Own
Ladles, various sizes	18	3	Own
Spice Grinders, electric	2	3	Own
Meat mallets	12	4	Own
Whisks, various sizes	104	3	Own
Spiders	15	8	Own
Flour sifter	10	4	Own
Bowl scrapers	18	3	Own
Spatulas, Rubber	15	4	Own
Caddy- Silverware, 4 compartment	2	9	Own
Tableware- Teaspoon	20	3	Own
Tableware- Soup/Dessert Spoon	20	3	Own
Tableware- Salad/Dessert	20	3	Own
Tableware- Dinner Knife	20	3	Own
Tableware- Dinner Fork	30	3	Own
Ramekin- 4.5 oz white	64	5	Own
Ramekin- 2 oz white	7	5	Own
Plate-6"	74	5	Own
Plate- 7-8"	53	5	Own
Plate- 9"	35	5	Own
Plate-12"	98	5	Own
Bowls, Soup -9"	62	5	Own
Bowls, Soup, 12"	47	5	Own
Cup, Coffee/Tea	34	5	Own
Cup saucers, Coffee/Tea	223	5	Own
Cup saucers, Espresso	17	5	Own
Cup, Soup	41	5	Own
Glass – Wine, Red	30	7	Own
Glass – Wine, White	24	7	Own
Glass- Martini	13	8	Own
Glass- Sherry	19	8	Own
Glass- Water/Soda/Ice Tea	20	8	Own
Pizza oven	1	10	Own
Pizza pans	10	8	Own
Ice machines	2	10	Own
Ice tote, Saf-T-Ice	10	2	Own
Dish machine	1	10	Own

Salamander	7	10	Own
Steamer, Cleveland Steamcraft Ultra 10	1	10	Own
Tilt Skillet	1	10	Own
Wok bowl	2	7	Own
6 Burner Ranges w/ Ovens	52	10	Own
Fryer	4	10	Own
Dble Convection Ovens	6	10	Own
Tilt Kettle	3	10	Own
Smoker	3	8	Own
Walk-in Refrigerators	10	10	Own
Walk-in Freezer	4	10	Own
Auto Sham	1	7	Own
Refrigerator, Low Boy Reach-in with drawers	17	10	Own
Refrigerator, Low Boy Read-in with doors	9	10	Own
Refrigerator, Sandwich/Salad top	1	10	Own
Wok ranges	2	5	Own
2 Door Reach-in Coolers	10	7	Own
1 Door Reach-in Cooler	4	4	Own
2 Door Freezer	2	9	Own
Dish & Pot Sink	9	10	Own
Freezer and Cooler thermometers	14	8	Own
Vacuum Sealer	4	5	Own
Espresso machine	1	10	Own
Microwave	3	8	Own
Bun Dough Press	1	7	Own
Measuring cups, full set	4	7	Own
Slicer	4	10	Own
Grill	6	10	Own
Deck Oven	4	10	Own
Proof Box	4	10	Own
Wooden Benches	36	10	Own
Ice Cream Machine	2	10	Own
Dough Sheeter	1	10	Own
Rotary Oven	1	10	Own
Marble table	5	10	Own
Computer Cabinets	10	2	Own
Demo Table with Mirror	5	4	Own
Flat Top Range w/ Oven	5	10	Own
First Aid Kits	17	1	Serviced
Classroom Tables	120	10	Own
Chairs	240	4	Own
Mops	17	1	Own
Mop Bucket	9	4	Own

Squeegee	6	2	Own
Brooms	27	1	Own
Slim Jim Garbage Cans	50	5	Own
Dust pans	12	12	Own

AUDIO-VISUAL EQUIPMENT	NUMBER	AVE AGE	OWN/LEASE
Dell Projectors	3	3	Own
Optimal Projectors	2	1	Own
10-70A Amplifiers	14	10	Own
PT2 Cameras Ceiling Mount	10	10	Own



LE CORDON BLEU®

LE CORDON BLEU
COLLEGE OF CULINARY ARTS

2014 - 2015 CATALOG

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This catalog is current as of the time of publication. From time to time, it may be necessary or desirable for Le Cordon Bleu to make changes to this catalog due to the requirements and standards of the school's accrediting body, state licensing agency or U.S. Department of Education, or due to market conditions, employer needs or other reasons. Le Cordon Bleu College of Culinary Arts reserves the right to make changes at any time to any provision of this catalog, including the amount of tuition and fees, academic programs and courses, school policies and procedures, faculty and administrative staff, the school calendar and other dates, and other provisions.

Le Cordon Bleu College of Culinary Arts also reserves the right to make changes in equipment and instructional materials, to modify curriculum and to combine or cancel classes.

PHOTOGRAPHS

While not all photographs in this publication were taken at Le Cordon Bleu College of Culinary Arts, they do accurately represent the general type and quality of equipment and facilities found at Le Cordon Bleu College of Culinary Arts. All photographs of the physical facilities of any of the institutions are captioned to identify the particular institution depicted.

Effective Date: May 2014

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LE CORDON BLEU IN NORTH AMERICA



CHEF EDWARD G. LEONARD

MESSAGE FROM THE MASTER CHEF

It is a new decade and a new opportunity to nourish the creative passions of our students. At Le Cordon Bleu, we recognize that our students need more than a well-rounded education in order to pursue success in today's competitive world. They desire the sense of accomplishment that comes through constant practice, refinement, and exposure to new experiences.

Our schools are affiliated with Le Cordon Bleu international schools located across 5 continents, including the original Le Cordon Bleu School in Paris. Le Cordon Bleu is dedicated to preserving and passing on the mastery and appreciation of the culinary arts. Each year, over 20,000 students who attend one of the Le Cordon Bleu family of schools worldwide receive hands-on training and unrivalled experiences in culinary arts, pâtisserie and baking arts, and hospitality and restaurant management. Our philosophy of pursuing excellence is one that remains strong. Whether you plan to move on to restaurants, hotels or other venues in the hospitality and foodservice industry, Le Cordon Bleu will encourage you to strive for your best, so that you can follow your passion towards achieving whatever you set out to do.

Le Cordon Bleu fosters a unique multi-cultural and educational environment, encouraging you to learn and grow in the lessons you undertake in the fundamentals of classical cooking. It is our privilege to be able to give students from all walks of life the opportunity to overcome your toughest challenges and embrace your creative passion, while working alongside our dedicated professional chefs. We're delighted to provide an environment that encourages students with unparalleled facilities and with a focus on your ability to pursue great things upon graduation.

We invite you to share our knowledge and look forward to working with you as you challenge yourself and explore where your passion can take you.

(b)(6)

Chef Edward G. Leonard, CMC, WGMC, AAC
Corporate Executive Chef
Le Cordon Bleu



LE CORDON BLEU – AN INTERNATIONAL PASSPORT SINCE 1895

HISTORY OF LE CORDON BLEU

Few institutions of any kind possess the prestigious reputation of Le Cordon Bleu. This internationally renowned culinary arts school is synonymous with expertise, innovation, tradition, and refinement – qualities that are meticulously nurtured by Le Cordon Bleu.

The Rich Heritage of Le Cordon Bleu

The name “Cordon Bleu” (meaning Blue Ribbon) is rich with history and heritage. It has been synonymous with excellence since 1578, when King Henry III created the “L’Ordre des Chevaliers du Saint Esprit” (The Order of the Holy Spirit). It was the most exclusive order in France until 1789. Because the members, royalty included, were awarded with the Cross of the Holy Spirit, which hung from a blue ribbon, they were called “Cordon Bleus”. The sumptuous banquets which accompanied their award ceremonies became legendary.

In 1895, Marthe Distel, a French journalist, founded a weekly culinary publication entitled “La Cuisinière Cordon Bleu,” which was published over the next seventy years and became the basis and reference for what is now perhaps one of the largest recipe collections in the world. It contributed to the codification of French Cuisine and in essence established some of the guiding principles of Le Cordon Bleu: informative demonstrations, hands-on teaching by experienced instructors, fine ingredients, and foundational techniques.

Following the popularity of the publication, the first Le Cordon Bleu School officially opened its doors as a culinary school in Paris in 1895. The first Cordon Bleu cooking class was held on January 14, 1896, in the Palais Royal. From the beginning, celebrated Chefs of the time came to teach at Le Cordon Bleu in Paris, including the legendary Chef Henri-Paul Pellaprat. The cooking classes were an immediate success. The reputation of the school spread rapidly worldwide. Students in the United States have been able to locally participate in Le Cordon Bleu inspired cooking courses since 1998 and share in this rich heritage.

Today, there are 30 Le Cordon Bleu schools worldwide, spanning 5 continents, including 16 campuses throughout the United States, each with students and alumni from culturally diverse backgrounds. Le Cordon Bleu in North America ushers in a new educational era in culinary arts, pâtisserie and baking, and hospitality & restaurant management that combines classical European techniques with contemporary American technology and training. As a result, students are afforded opportunities to acquire the knowledge and skills necessary in the culinary, pastry and baking, and hospitality world.

As a testament to their accomplishment, graduates will receive a coveted Le Cordon Bleu Diplôme, in addition to the specialized degree, diploma or certificate awarded by Le Cordon Bleu.



ABOUT LE CORDON BLEU

MESSAGE FROM THE PRESIDENTS

Imagine yourself working in the culinary or hospitality industry; an industry characterized by passion, creativity, drive and determination. Now, don't just imagine it. Make it a reality with Le Cordon Bleu training at Le Cordon Bleu College of Culinary Arts, where the classic culinary curriculum of Le Cordon Bleu is combined with modern American technology and training.

At Le Cordon Bleu, you will train in our facility with experienced and supportive chef instructors, faculty, and staff. Our broad and challenging hands-on curriculum draws on Le Cordon Bleu's century-old tradition of immersion in the culinary and hospitality world and instruction that emphasizes demonstration followed by practical application. By studying this curriculum, you will have the opportunity to learn the skills you need effectively and efficiently, so that when you complete the program, you will be prepared to pursue a career in the culinary or hospitality industries. You will find that our dedicated Career Services department will be an invaluable aid for your search to find career opportunities. To put it simply, our only purpose is to help you reach your career goals. We are a student-centered institution, and we are very proud of that commitment. I hope you will join us at Le Cordon Bleu College of Culinary Arts. Together, we can work toward fulfilling your goal of joining the culinary or hospitality industry.

MISSION AND OBJECTIVES

Le Cordon Bleu Colleges of Culinary Arts are institutions of higher learning for students who share a passion for the culinary and hospitality arts. We are dedicated to providing quality career education that integrates the classic culinary curriculum of Le Cordon Bleu in combination with modern technology and innovation in global cuisine.

Objectives:

- To provide a creative and supportive community guided by knowledgeable chef instructors, faculty and staff; a community where you can immerse yourself in the culinary or hospitality arts in order to develop skills by watching chef demonstrations and then performing the same tasks yourself.
- To provide you the opportunity to spend time in industry-equipped kitchens working alongside chef instructors and learning the skills necessary to explore your passion and pursue your goal of a career in the culinary or hospitality industry.
- To introduce you to various techniques and expose you to the preparation of international cuisine throughout your training.
- To provide you the theoretical foundation and technical skills that can be applied to the preparation of many cuisines.
- To offer a dedicated Career Services department to assist you and support you in your career aspiration to help you achieve your goal of a career in the culinary or hospitality industries.

INTEGRITY STATEMENT

Academic integrity is a basic guiding principle for all educational activities at Le Cordon Bleu College of Culinary Arts and all members of the community are expected to adhere to this principle. Specifically, academic integrity is the pursuit of educational activity in an open, honest, and responsible manner. It includes a commitment not to engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts violate the fundamental ethical principles of the Le Cordon Bleu College of Culinary Arts community and the American Culinary Federation's Culinarian's Code and undermine the efforts of others.

Honor and integrity are essential ingredients of our academic programs. We will be guided by the quest for truth. We maintain that trust fosters a free exchange of ideas. We respect each individual's ideas and opinions and endeavor to foster an atmosphere of fairness, equality, and responsibility.

HISTORY

(ACCSC Accredited Campuses)

Le Cordon Bleu College of Culinary Arts in Las Vegas

Le Cordon Bleu College of Culinary Arts in Las Vegas was established in January, 2003 to bring a renowned culinary curriculum to the Las Vegas area, a city with a booming culinary and hospitality industry. The College's association with Le Cordon Bleu represents a union of one of the finest in European and North American culinary arts training programs available today, resulting in a world-class institution as well as a comprehensive, challenging and hands-on education.

Le Cordon Bleu College of Culinary Arts in Miami

Le Cordon Bleu College of Culinary Arts in Miami was established in September 2003 to bring Le Cordon Bleu Culinary Arts program to the Miami/Fort Lauderdale area. The first students began classes in May 2004. The College's association with Le Cordon Bleu Culinary Arts Paris represents a union of the finest in European and North American culinary arts training programs available today, resulting in an innovative institution as well as a comprehensive, challenging and hands-on education. In January 2010, the college changed its name to Le Cordon Bleu College of Culinary Arts.

Le Cordon Bleu College of Culinary Arts in San Francisco

At Le Cordon Bleu College of Culinary Arts in San Francisco, we've been creating culinary excellence for over 30 years. One of the West's first culinary arts schools, we've been



committed to providing high standards of culinary and pâtisserie arts training since 1977. Our Le Cordon Bleu culinary programs are designed to help students pursue their passions and prepare for professional careers in the culinary, pâtisserie and baking, and restaurant industry.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Le Cordon Bleu College of Culinary Arts, formerly known as Scottsdale Culinary Institute, created through the vision of Elizabeth Sherman Leite in 1986, combined her educational background, experience, and zeal for properly prepared cuisine. Le Cordon Bleu College of Culinary Arts rapidly built an international reputation of excellence drawing students from throughout the United States and around the world. In 1998, Le Cordon Bleu College of Culinary Arts proudly joined the Career Education Corporation (CEC) family, building a network of career schools internationally recognized for the quality of education and ability to place graduating students in positions within their chosen fields. In 1999, Le Cordon Bleu arrived in the United States. Its partnership with Le Cordon Bleu College of Culinary Arts combines classical French techniques with modern American technology. This union ushered in a new era of culinary arts in the world.

FACULTY

Our faculty members are the keystone of Le Cordon Bleu College of Culinary Arts' quality. Members of the faculty bring industry or professional experience to the classroom. Through our faculty's guidance and instruction, you will be introduced to theoretical, practical and creative applications that will help you succeed in the culinary or hospitality industry.

Le Cordon Bleu College of Culinary Arts faculty members are dedicated to academic achievement, professional education, individual attention, and to helping you prepare for your chosen career and reach your potential. In essence, they practice what they

teach. A listing of our faculty may be found in the addendum to this catalog.

ACCREDITATION AND AFFILIATIONS

ACICS

Accredited by the Accrediting Council for Independent Colleges and Schools to award Certificates, Diplomas, Associate Degrees and Bachelor's Degrees.

Accrediting Council for Independent Colleges and Schools

750 First Street, NE Suite
980 Washington, DC 20002-4241
(202) 336-6780

The Accrediting Council for Independent Colleges and Schools is listed as a nationally recognized accrediting agency by the United States Department of Education and is recognized by the Council for Higher Education Accreditation.

Le Cordon Bleu College of Culinary Arts in Atlanta

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Las Vegas

Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Los Angeles

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Miami

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts

Associate in Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Orlando

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Portland

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Sacramento

Associate of Applied Science Degree
in Le Cordon Bleu Culinary Arts

Associate of Applied Science Degree
in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu
Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in San Francisco

Associate of Occupational Studies Degree
in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree
in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu
Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Scottsdale

Bachelor of Arts Degree in Le Cordon Bleu
Culinary Management

Associate of Occupational Studies Degree
in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree
in Pâtisserie and Baking

Associate of Occupational Studies Degree
in Le Cordon Bleu Culinary Operations

Associate of Occupational Studies Degree
in Le Cordon Bleu Hospitality & Restaurant
Management

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu
Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Seattle

Associate of Applied Science Degree
in Le Cordon Bleu Culinary Arts

Associate of Applied Science Degree
in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu
Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in St. Louis

Associate of Applied Science Degree
in Le Cordon Bleu Culinary Arts

Associate of Applied Science Degree
in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu
Pâtisserie and Baking

ACCSC – MAIN CAMPUSES

Le Cordon Bleu College of Culinary Arts in San Francisco and Scottsdale

Accredited by the Accrediting Commission of
Career Schools and Colleges (ACCSC).

Accrediting Commission of Career Schools
and Colleges

2101 Wilson Blvd., Suite 302

Arlington, VA 2220

(703) 247-4212

The Accrediting Commission of Career Schools
and Colleges is listed by the U.S. Department
of Education as a nationally recognized
accrediting agency.

ACCSC – BRANCH CAMPUSES

Le Cordon Bleu College of Culinary Arts in Las Vegas

Accredited by the Accrediting Commission
of Career Schools and Colleges (ACCSC) as a
branch location of Le Cordon Bleu College of
Culinary Arts in Scottsdale, AZ.

Le Cordon Bleu College of Culinary Arts in Miami

Accredited by the Accrediting Commission
of Career Schools and Colleges (ACCSC) as a
branch location of Le Cordon Bleu College of
Culinary Arts in Scottsdale, AZ.

Le Cordon Bleu College of Culinary Arts Inc., a
Private Two-Year College in Cambridge, MA is
also accredited by the Accrediting Commission
of Career Schools and Colleges (ACCSC) as a
branch location of Le Cordon Bleu College of
Culinary Arts in Scottsdale, AZ.

ACFEFAC

Programmatically accredited by the American
Culinary Federation Education Foundation
Accrediting Commission.

American Culinary Federation Education
Foundation Accrediting Commission

180 Center Place Way

St. Augustine, FL 32095

Phone: (904) 824-4468

www.acfchefs.org

Accreditation by American Culinary
Federation Education Foundation Accrediting
Commission (ACFEFAC) assures that a program
is meeting at least a minimum of standards
and competencies set for faculty, curriculum
and student services.

Le Cordon Bleu College of Culinary Arts in Atlanta

Associate of Occupational Studies Degree
in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree
in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu
Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Las Vegas

Associate of Occupational Science Degree
in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu
Pâtisserie and Baking

**Le Cordon Bleu College of Culinary Arts in Los Angeles**

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Miami

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Culinary Arts

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts

Associate in Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Orlando

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Portland

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie & Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in San Francisco

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Culinary Arts

Le Cordon Bleu College of Culinary Arts in Scottsdale

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in Seattle

Certificate in Le Cordon Bleu Pâtisserie and Baking

Le Cordon Bleu College of Culinary Arts in St. Louis

Certificate in Le Cordon Bleu Pâtisserie and Baking

STATE AFFILIATIONS**Le Cordon Bleu College of Culinary Arts in Atlanta**

Le Cordon Bleu College of Culinary Arts is authorized by:

Nonpublic Postsecondary Education Commission (NPEC)

2082 East Exchange Place, Suite 220
Tucker, GA 30084

(770) 414-3300

to operate in Georgia and is approved by the U.S. Department of Education to participate in Title IV financial aid programs.

Le Cordon Bleu College of Culinary Arts in Las Vegas

Le Cordon Bleu College of Culinary Arts is licensed to operate by the Commission on Postsecondary Education in the State of Nevada.

Le Cordon Bleu College of Culinary Arts in Los Angeles, Sacramento, and San Francisco

Le Cordon Bleu College of Culinary Arts in Los Angeles, Le Cordon Bleu College of Culinary Arts in Sacramento and Le Cordon Bleu College of Culinary Arts in San Francisco are private institutions and have approval to operate in the State of California based on provisions of the California Private Postsecondary Education Act (CPPEA) of 2009, which is effective January 1, 2010.

The Act is administered by the Bureau for Private Postsecondary Education, under the Department of Consumer Affairs. The Bureau can be reached at:

P.O. Box 98081

Sacramento, CA 95798-0818

Phone: (888) 370-7589

www.bppe.ca.gov

These institutions do not have a pending petition in bankruptcy, not operating as a debtor in possession, have not filed a petition within the preceding five years, or had a petition in bankruptcy filed against them within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing the enrollment agreement. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

2535 Capitol Oaks Drive, Suite 400

Sacramento, CA 95833

www.bppe.ca.gov

Phone: (888) 370-7589

Fax (916) 263-1897

A student or any member of the public may file a complaint about this institution with Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's Internet website, www.bppe.ca.gov

Le Cordon Bleu College of Culinary Arts in Miami and Orlando

Le Cordon Bleu College of Culinary Arts in Miami and Le Cordon Bleu College of Culinary Arts in Orlando are licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting:

Commission for Independent Education
325 West Gaines St., #1414
Tallahassee, FL 32399-0400
Phone: (888) 224-6684

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul is registered as a private institutional with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul is approved by the Wisconsin Educational Approval Board.

Wisconsin Educational Approval Board
30 West Mifflin Street
P.O. Box 8696
Madison, WI 53708-8986

Approved for the training of veterans and eligible persons under the provisions of Title 38, United States Code by the Minnesota State Veterans Approving Agency.

Le Cordon Bleu College of Culinary Arts in Portland

This school is a business corporation authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that the state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the:

Office of Degree Authorization
775 Court Street NE
Salem, OR 97301

This school is licensed under Chapter 28C.10RCW and is authorized to advertise and recruit for the following programs: Le Cordon Bleu Culinary Arts Certificate and Le Cordon Bleu Pâtisserie and Baking Certificate. Inquiries or complaints from State of Washington residents regarding this or any other private vocational school may be made to:

Workforce Training and Education
Coordinating Board
128 Tenth Avenue SW
P.O. Box 43105
Olympia, Washington 98504-3105
wtb.wa.gov
Phone: (360) 753-5662
E-Mail: wtecb@wtb.wa.gov

The Le Cordon Bleu College of Culinary Arts in Portland is authorized by the Washington Student Achievement Council (WSAC) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes the Le Cordon Bleu College of Culinary Arts in Portland to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at: P.O. Box 43430
Olympia, WA 98504-4340

Le Cordon Bleu College of Culinary Arts in Scottsdale

Arizona State Board for Private Postsecondary Education
1400 W. Washington, Suite 260
Phoenix, AZ 85007
Phone: (602) 542-5709
azppse.state.us/

Le Cordon Bleu College of Culinary Arts in Seattle

Le Cordon Bleu College of Culinary Arts is licensed under Chapter 28C.10 RCW. Inquiries or complaints regarding this private vocational school may be made to the:

Workforce Training and Education
Coordinating Board
128 Tenth Avenue SW
P.O. Box 43105 Olympia
Washington 98504-3105
wtb.wa.gov
Phone: (360) 753-5662
E-Mail: wtecb@wtb.wa.gov

The Le Cordon Bleu College of Culinary Arts in Seattle is authorized by the Washington Student Achievement Council (WSAC) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes the Le Cordon Bleu College of Culinary Arts in Seattle to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at: P.O. Box 43430, Olympia WA 98504-3430

Le Cordon Bleu College of Culinary Arts in St. Louis

Le Cordon Bleu College of Culinary Arts is approved to operate by the Missouri Department of Higher Education. The college is approved by the U.S. Department of



Education to participate in Title IV financial aid programs. Le Cordon Bleu College of Culinary Arts is affiliated with the Career College Association and the Missouri Association of Private Career Colleges and Schools.

STATEMENT OF OWNERSHIP

The Atlanta, Los Angeles, Minneapolis/St. Paul, Orlando, and Portland campuses are owned by Le Cordon Bleu North America, LLC, which is ultimately wholly owned by Career Education Corporation (CEC).

The Las Vegas, Miami, and Scottsdale campuses are owned by Scottsdale Culinary Institute, Ltd., which is ultimately wholly owned by Career Education Corporation (CEC).

The Sacramento, Seattle and St. Louis campuses are owned by Kitchen Academy, Inc., which is ultimately wholly owned by Career Education Corporation (CEC).

The San Francisco campus is owned by California Culinary Academy, LLC, which is ultimately wholly owned by Career Education Corporation (CEC).

CEC is a Delaware corporation with principal offices located at:

231 North Martingale Road
Schaumburg, IL 60173-2007
Phone: (847) 781-3600

EXECUTIVE OFFICERS/BOARD OF DIRECTORS (ALL CAMPUSES)

The Executive Officers of Career Education Corporation are:

Scott W. Steffey
President and Chief Executive Officer

Colleen M. O'Sullivan
Senior Vice President, Chief Financial Officer
and Treasurer

Members of the CEC Board of Directors are:

David W. Devonshire, Chairman

Louis E. Caldera

Dennis H. Chookaszian

Patrick W. Gross

Greg L. Jackson

Thomas B. Lally

Ron D. McCray

Scott W. Steffey

Leslie T. Thornton

PROGRAM OFFERINGS

DEFINITIONS OF ACADEMIC CALENDAR

- The term “block” refers to a consecutive 12-week grouping of classes commencing with the student’s start date.
- The term “module” refers to a consecutive 6-week grouping of classes commencing with the student’s start date.
- The term “session” refers to any shorter length course periods within a module.

CERTIFICATE PROGRAM IN
**Le Cordon Bleu
 Culinary Arts**

**Offered at the Le Cordon Bleu campuses in:
 Atlanta, Las Vegas, Minneapolis/St. Paul,
 Portland, Sacramento, San Francisco,
 Scottsdale, Seattle, St. Louis**

The Certificate in Le Cordon Bleu Culinary Arts is designed to prepare students with the skills appropriate for basic positions in professional food preparation. Students begin their program with classes in basic and fundamental concepts of the culinary profession and build to more advanced topics as the program progresses. The program features lecture and laboratory formats. The program concludes with an externship experience that gives students a chance to practice skills taught throughout the course of their studies. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter-credits, 940 contact hours, and 12 months of instruction.

Upon completion of the program, the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in the published placement rates for calendar year 2012 include the following, and are listed based on the frequency with which each position is obtained following graduation, with positions obtained most frequently listed first, and those obtained least frequently listed last: Line Cook, Cook, Pantry Cook, Lead Line Cook, Cook II, Prep Cook, Chef, Roundsman, Cook III, Garde Manger, Grill Cook, Baker, Production Cook, Salumiere, Sous Chef, Kitchen Supervisor, Banquet Cook, Jr. Sous Chef, Assistant Manager, and Kitchen Assistant. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC132	Culinary Foundations III	7.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC222	Catering and Buffets	7.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Quarter Credits Required for Graduation 55.0

CERTIFICATE PROGRAM IN

Le Cordon Bleu Pâtisserie and Baking

**Offered at the Le Cordon Bleu campuses in:
Atlanta, Las Vegas, Minneapolis/St. Paul,
Portland, Sacramento, San Francisco,
Scottsdale, Seattle, St. Louis**

Le Cordon Bleu College of Culinary Arts offers an intensive program for those interested in a professional baking career. The program includes hands-on teaching of fundamental baking skills and the theoretical knowledge that forms basic competency in the field. The Certificate in Le Cordon Bleu Pâtisserie and Baking offers a comprehensive course of study in the fundamentals, and exposes students to the different styles of the school's chef-instructors, a wide variety of industry-current equipment, and various facets of the foodservice industries.

Possible outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter-credits, 940 contact hours and 12 months of instruction and concludes with an externship. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Upon completion of the program, the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in the published placement rates for calendar year 2012 include the following, and are listed based on the frequency with which each position is obtained following graduation, with positions obtained most frequently listed first, and those obtained least frequently listed last: Baker, Pastry Cook, Bakery Assistant, Cake Decorator, Pastry Assistant, Head Baker, Assistant Pastry Chef, Pastry Line Cook, Morning Production Baker, Pastry Chef, Pastry Cook 4, and Dessert Plater. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others.

Le Cordon Bleu cannot guarantee employment or salary.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Credits Required for Graduation 55.0

DIPLOMA PROGRAM IN Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campuses in:
Los Angeles, Miami, Orlando

The Diploma in Le Cordon Bleu Culinary Arts is designed to prepare students with the skills appropriate for basic positions in professional food preparation. Students begin their program with classes in basic and fundamental concepts of the culinary profession and build to more advanced topics as the program progresses. The program features lecture and laboratory formats. The program concludes with an externship experience that gives students a chance to practice skills taught throughout the course of their studies. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry. The program consists of 55 quarter-credits, 940 contact hours, and 12 months of instruction.

Upon completion of the program, the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary. There is no cumulative exam required at the end of the program.

CORE CURRICULUM REQUIREMENTS

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC132	Culinary Foundations III	7.0
LCBC152	Baking and Pastry	7.0
LCBC153**		
LCBC212	Cuisine Across Cultures	8.0
LCBC222	Catering and Buffets	7.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Quarter Credits Required for Graduation **55.0**

** LCBC153 is offered at the Los Angeles campus.

DIPLOMA PROGRAM IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campuses in:
Los Angeles, Miami, Orlando

Le Cordon Bleu College of Culinary Arts offers an intensive program for those interested in a professional baking career. The program includes hands-on teaching of fundamental baking skills and the theoretical knowledge that forms basic competency in the field. The Diploma in Le Cordon Bleu Pâtisserie and Baking offers a comprehensive course of study in the fundamentals, and exposes students to the different styles of the school's chef-instructors, a wide variety of industry-current equipment, and various facets of the foodservice industries.

Possible outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.

The program consists of 55 quarter-credits, 940 contact hours and 12 months of instruction and concludes with an externship. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Upon completion of the program, the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef).

Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary. There is no cumulative exam required at the end of the program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Credits Required for Graduation **55.0**



ASSOCIATE OF OCCUPATIONAL SCIENCE IN Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Atlanta

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become Chefs upon graduation but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts program. All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 76.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
CST1050	Speech	5.0
ENG132	English Composition	5.0
HUM1101	Culinary History	5.0
MAT1150	College Math	5.0
PSY2101	Introduction to Psychology	5.0
SCI1200	Food Science and Safety	3.0
SCI1230	Nutrition	3.0

Total Required General Education Credits 31.0

Total Quarter Credits Required for Graduation 107.0

ASSOCIATE OF OCCUPATIONAL SCIENCE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Atlanta

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions. A student transferring from any Le Cordon Bleu College of Culinary Arts campus who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Science Degree in Le Cordon Bleu Pâtisserie and Baking program. All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits 75.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
CST1050	Speech	5.0
ENG132	English Composition	5.0
HUM1101	Culinary History	5.0
MAT1150	College Math	5.0
PSY2101	Introduction to Psychology	5.0
SCI1200	Food Science and Safety	3.0
SCI1230	Nutrition	3.0

Total Required General Education Credits 31.0

Total Quarter Credits Required for Graduation 106.0



ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE IN **Le Cordon Bleu Culinary Arts**

**Offered at the Le Cordon Bleu campus in:
Las Vegas**

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter-credit culinary arts training program leading to an Associate of Occupational Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the work force skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become Chefs upon graduation but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts program. All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education. ED00002119

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 82.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM112	Effective Interpersonal Communication and Presentation Skills	5.0
ENG150	College English	5.0
MAT122	Culinary Math	5.0
POL200	Introduction to American and Nevada Politics	5.0
PSY201	Aspects of Psychology	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 107.0

ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Las Vegas

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter-credit culinary arts training program leading to an Associate of Occupational Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the work force skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Maker and Cake Decorator. The various titles of “pastry chef” generally apply to more advanced roles in a professional kitchen (for example, Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become Chefs upon graduation, but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today’s highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Science Degree in Le Cordon Bleu Pâtisserie and Baking program. All other required program courses must be completed with a

cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 81.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM112	Effective Interpersonal Communication and Presentation Skills	5.0
ENG150	College English	5.0
MAT122	Culinary Math	5.0
POL200	Introduction to American and Nevada Politics	5.0
PSY201	Aspects of Psychology	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 106.0

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Los Angeles (Pasadena campus)

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of culinary laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program. There is no cumulative exam required at the end of the program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC153	Baking and Pastry	7.0
LCBC205	Food In History	5.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC241	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 87.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	Fundamentals of Speech	5.0
GEN122	Applied Math	5.0
GEN132	English Composition	5.0
GEN142	Introduction to Psychology	5.0

Total Required General Education Credits 20.0

Total Quarter Credits Required for Graduation 107.0

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Los Angeles (Pasadena campus)

The Le Cordon Bleu The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of pâtisserie and baking laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of “pastry chef” generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today’s highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking program. There is no cumulative exam required at the end of the program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC205	Food in History	5.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie & Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits 86.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	Fundamentals of Speech	5.0
GEN122	Applied Math	5.0
GEN132	English Composition	5.0
GEN142	Introduction to Psychology	5.0

Total Required General Education Credits 20.0

Total Quarter Credits Required for Graduation 106.0

ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Miami

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of “chef” generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today’s highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 82.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
ENC1101	English Composition	5.0
LAH2020	History of Latin America	5.0
MAC1105	College Mathematics	5.0
SPC2600	Public Speaking	5.0
SYG2600	Cultural Diversity	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 107.0

ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Miami

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of pâtisserie and baking laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of “pastry chef” generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today’s highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits 81.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
ENC1101	English Composition	5.0
LAH2020	History of Latin America	5.0
MAC1105	College Mathematics	5.0
SPC2600	Public Speaking	5.0
SYG2600	Cultural Diversity	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 106.0

ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Minneapolis/St. Paul

The Le Cordon Bleu Culinary Arts program is a 21 month, 1564 contact hour, 107 quarter-credit culinary arts training program leading to an Associate in Applied Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of “chef” generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today’s highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC231	Contemporary Cuisine	2.0
LCBC242	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 77.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
MTH135	College Mathematics	5.0
ENG105	English Composition	5.0
COM115	Communication Methods	5.0
PSY105	Psychology	5.0
LIT225	Topics in Literature	5.0
GE280	Environmental Science	5.0

Total Required General Education Credits 30.0

Total Quarter Credits Required for Graduation 107.0

ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Minneapolis/St. Paul

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1570 contact hour, 111 quarter-credit culinary arts training program leading to an Associate in Applied Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 81.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
MTH135	College Mathematics	5.0
ENG105	English Composition	5.0
COM115	Communication Methods	5.0
PSY105	Psychology	5.0
LIT225	Topics in Literature	5.0
GE280	Environmental Science	5.0

Total Required General Education Credits 30.0

Total Quarter Credits Required for Graduation 111.0

ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Orlando

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits **82.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	College English	5.0
GEN122	Verbal Communications	5.0
GEN132	College Mathematics	5.0
GEN142	Introduction to Psychology	5.0
GEN152	Environmental Science	5.0

Total Required General Education Credits **25.0**

Total Quarter Credits Required for Graduation **107.0**

ASSOCIATE IN SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Orlando

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits 81.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	College English	5.0
GEN122	Verbal Communications	5.0
GEN132	College Mathematics	5.0
GEN142	Introduction to Psychology	5.0
GEN152	Environmental Science	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 106.0

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Portland

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become Chefs upon graduation but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 82.0

GENERAL EDUCATION REQUIREMENTS

COURSE CODE	COURSE TITLE	CREDITS
COM166	Interpersonal Communications	5.0
ENG121	English Composition	5.0
ENG221	Writing Practical	5.0
MAT100	College Math	5.0
PSY142	Psychology	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 107.0

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Portland

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking program. All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits 81.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM166	Interpersonal Communications	5.0
ENG121	English Composition	5.0
ENG221	Writing Practical	5.0
MAT100	College Math	5.0
PSY142	Psychology	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 106.0



ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN **Le Cordon Bleu Culinary Arts**

**Offered at the Le Cordon Bleu campus in:
San Francisco**

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Jobs that are counted as successful placements in Le Cordon Bleu College of Culinary Arts in San Francisco's published placement rates for calendar year 2011 include the following, and are listed based on the frequency with which each position is obtained following graduation, with positions obtained most frequently listed first, and those obtained least frequently listed last: Line Cook, Prep Cook, Sous Chef, Cook, Chef, Cook I, Assistant Cook, Baker/Rounds Cook, Butcher, Café Cook, Cook A, Cook II, Cook IV – Casual Dining, Cook – Main Kitchen, Cooking Teacher, Culinary Coordinator, Day Cook, Head Chef/Kitchen Manager, Head Cook, Kitchen Manager, Line Chef, Poissonnier, Prep Chef, Quality Assurance Coordinator, Roundsman/ Chef de Partie. The various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

The Associate of Occupational Studies in Le Cordon Culinary Arts program has recently undergone some changes, therefore there is no current placement data available. Information regarding general salary and placement statistics may be available from government sources or from the institution, but is not equivalent to actual performance data.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that

provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC123	Hospitality Math	5.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC205	Food in History	5.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 92.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN113	Fundamentals of Oral Communication	5.0
GEN133	Written Communication	5.0
GEN142	Psychology	5.0

Total Required General Education Credits 15.0

Total Quarter Credits Required for Graduation 107.0

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
San Francisco

The Le Cordon Bleu The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of Pâtisserie and baking laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level Pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of “pastry chef” generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today’s highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC123	Hospitality Math	5.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC205	Food in History	5.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie & Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits 91.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN113	Fundamentals of Oral Communication	5.0
GEN133	Written Communication	5.0
GEN142	Psychology	5.0

Total Required General Education Credits 15.0

Total Quarter Credits Required for Graduation 106.0



ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Sacramento, Seattle, St. Louis

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate in Applied Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the skills needed to begin their career in the culinary and/or hospitality industries at an entry level. Examples of some job titles include Line Cook, Prep Cook, Sous Chef, Cook, Chef, Cook I, Assistant Cook, Baker/Rounds Cook, Butcher, Café Cook, Cook A, Cook II, Cook IV – Casual Dining, Cook – Main Kitchen, Cooking Teacher, Culinary Coordinator, Day Cook, Head Chef/Kitchen Manager, Head Cook, Kitchen Manager, Line Chef, Poissonnier, Prep Chef, Quality Assurance Coordinator, Roundsman/Chef de Partie. The various titles of “chef” in the foregoing list generally apply to more advanced roles in a professional kitchen. The jobs mentioned are examples of certain potential jobs, and are not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today’s highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits 82.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH135	College Mathematics	5.0
PSY105	Psychology	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 107.0

ASSOCIATE IN APPLIED SCIENCE DEGREE IN

Le Cordon Bleu Pâtisserie and Baking Arts

Offered at the Le Cordon Bleu campus in:
Sacramento, Seattle, St. Louis

The Le Cordon Bleu The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate in Applied Science degree. The program consists of Pâtisserie and baking laboratory, restaurant management, and general education courses.

Program outcomes include:

- Demonstrate professional-level Pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie & Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK252	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits 81.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH135	College Mathematics	5.0
PSY105	Psychology	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 106.0

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Scottsdale

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of culinary laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate to enter the hospitality/foodservice industry, potentially starting in an entry-level position (cook, line cook, catering assistant, and banquet cook) and over time leading to a management position. There are employment opportunities in restaurants, resorts, hotels, and institutional establishments. These courses are designed to prepare the graduate for future management positions such as Kitchen Manager, Catering/Events Manager, Banquet Manager, General Manager, and Food & Beverage Manager. Management positions may require a candidate to first spend significant time in food preparation and foodservice positions in the hospitality/foodservice industries; therefore, it is reasonable to expect a non-supervisory position as an entry-level job along the culinary management career pathway. Success is dependent upon the student's efforts, abilities, and application of his or her skills and aptitudes. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts

who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts program.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Practical	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

Total Required Core Curriculum Credits **82.0**

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM103	English and Communications	5.0
ENG101	Writing Fundamentals	5.0
HUM100	Introduction to Humanities	5.0
MTH123	College Math	5.0
PSY110	Social Psychology	5.0

Total Required General Education Credits **25.0**

Total Quarter Credits Required for Graduation **107.0**

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:
Scottsdale

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit) culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts campus who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking program.

CORE CURRICULUM REQUIREMENTS

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

Total Required Core Curriculum Credits 81.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM103	English and Communications	5.0
ENG101	Writing Fundamentals	5.0
HUM100	Introduction to Humanities	5.0
MTH123	College Math	5.0
PSY110	Social Psychology	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 106.0



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BACHELOR OF ARTS DEGREE IN

Le Cordon Bleu Culinary Management – Online

Le Cordon Bleu College of Culinary Arts offers a Bachelor of Arts in Le Cordon Bleu Culinary Management completion program, also known as a 2 + 2 program, which is an extensive online program. The Le Cordon Bleu Culinary Management program is a 930 contact hour, 180 Quarter Credit culinary management training program with 90 of those Credits potentially transferring in from an Associate degree obtained in either Culinary Arts, Pâtisserie and Baking, or Hospitality and Restaurant Management, and may be completed in 60 or 84 weeks, excluding holidays and breaks. The program consists of academic and general education courses, and concludes with a capstone project.

Mode of Delivery

The College utilizes a proprietary Learning Management System (LMS) known as MyCampus. Virtual classrooms are designed to facilitate learning and may be comprised of learning activities that include one or more of the following:

- **Presentations:** Multimedia presentations introduce new concepts and are accessed by students asynchronously.
- **Discussion Forums:** Topic-based discussions are facilitated asynchronously by the instructor. Discussion forums provide students with the opportunity to respond to the instructor as well as to other students. The instructor may focus the discussion, highlight critical insights made by students, challenge the critical thinking of students, and propose alternative perspectives on a topic.
- **Chat Sessions:** Twice each week, the instructor holds a one-hour live (synchronous) chat session. The instructor uses these chat sessions to deliver a structured presentation. Chat sessions are recorded and archived so that students who are unable to attend the session synchronously may access it at their convenience.
- **Assignments:** Each assignment allows students the opportunity to demonstrate their knowledge and gain feedback from the instructor.
- **Group Project:** Students may have the opportunity to participate in group projects. Evaluation of the group projects will involve an analysis of the products as well as the group process. Students receive course textbooks and software through Words of Wisdom, LLC Schaumburg, Illinois, (866) 397-1726.

Program Outcomes:

- Develop the knowledge base necessary to oversee execution of organizational functions including; purchasing and inventory controls, food and wine operations, front-of-the-house operations, and basic principles of management.

The following program is offered through the Scottsdale campus and is not offered in all states.

- Apply management theory and leadership principles.
- To demonstrate the use of statistical analysis to aid in management decisions.
- Understand team dynamics and the role teams play in today's workforce.
- Develop an entrepreneurial view toward addressing current issues in the field of hospitality management.
- Develop leadership, interpersonal, and communication skills in managing human resources in diverse hospitality organizations.
- Demonstrate utilization of work-based projects that incorporate leadership, teamwork, and communication skill sets in the compilation of a management portfolio.
- Identify and apply sound financial management principles.
- Develop and apply principles or theories of hospitality business management while being able to execute customer service techniques.
- Develop an understanding of change and contemporary issues that need to be implemented and/or managed.
- Gain appreciation for the history, evolution, and international diversity of the hospitality industry.

Upon completion of this program, a graduate should have the workforce skills appropriate to enter the hospitality/foodservice industry, potentially starting in an entry-level position (cook, line cook, catering assistant, and banquet cook) and over time leading to a management position. There are employment opportunities in restaurants, resorts, hotels, and institutional establishments. These courses are designed to prepare the graduate for future management positions such as Kitchen Manager, Catering/Events Manager, Banquet Manager, General Manager, and Food and Beverage Manager. Management positions may require a candidate to first spend significant time in food preparation and foodservice positions in the hospitality/foodservice industries; therefore, it is reasonable to expect a non-supervisory position as an entry-level job along the culinary management career pathway. Success is dependent upon the student's efforts, abilities, and application of his or her skills and aptitudes. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBM302	Wine and Beverage Management	3.0
LCBM310	Cost Control Analysis	3.0
LCBM320	Health Cuisine and Nutrition	3.0
LCBM330	Food Science	3.0
LCBM340	Business Ethics	3.0
LCBM360	Facilities Management	3.0
LCBM370	Supervision and Management	3.0
LCBM380	Gastronomy	3.0
LCBM430	Event Management	3.0
LCBM440	Hospitality Marketing Management	3.0
LCBM460	Financial Management	3.0
LCBM470	Hospitality Strategic Management and Research	3.0
LCBM480	Customer Service	3.0
LCBM490	Small Business Development	3.0
LCBM499	Capstone Course	3.0
Total Required Core Curriculum Credits		45.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
AGSC403	Contemporary Issues in Agriculture and Food Production	5.0
ECO323	Economic Theory	5.0
ENG303	Academic Research and Writing	5.0
ENV333	Environmental Science	5.0
HUM313	Food Culture and Ethnic Identity	5.0
POL473	Politics, Law and Society	5.0
PSY313	Organizational Psychology	5.0
SOC413	Beliefs, Attitudes and Ideologies	5.0
STAT303	Statistics	5.0
Total Required General Education Credits		45.0
Total Required Associate Degree Transfer Credits		90.0
Total Quarter Credits Required for Graduation		180.0

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Culinary Operations

This Le Cordon Bleu Culinary Operations program is a 1310 contact hour, 99 quarter credit culinary operations training program and may be completed in 84 weeks, excluding holidays and breaks. The program consists of culinary laboratory courses with an externship, academic and general education courses, and concludes with a capstone project. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better.

Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management and operational principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the skills needed to begin their careers in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include entry-level supervisory positions, Food Operations Manager, Institutional Operations Manager, Kitchen Manager, Food Preparation Worker, Foodservice Manager, Restaurant Manager, Cook, Line Cook, and Roundsman. Graduates are encouraged to work toward upper management positions through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary. This hybrid program requires a combination of residential and distance education courses. A student transferring from any Le Cordon Bleu College of Culinary Arts campus who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu in Culinary Operations.

The following program is offered through the Scottsdale campus and is not offered in all states.

Mode of Delivery for Distance Education Programs

The College utilizes a proprietary Learning Management System (LMS) known as MyCampus. Virtual classrooms are designed to facilitate learning and may be comprised of learning activities that include one or more of the following:

- **Presentations:** Multimedia presentations introduce new concepts and are accessed by students asynchronously.
- **Discussion Forums:** Topic-based discussions are facilitated asynchronously by the instructor. Discussion forums provide students with the opportunity to respond to the instructor as well as to other students. The instructor may focus the discussion, highlight critical insights made by students, challenge the critical thinking of students, and propose alternative perspectives on a topic.
- **Chat Sessions:** Twice each week, the instructor holds a one-hour live (synchronous) chat session. The instructor uses these chat sessions to deliver a structured presentation. Chat sessions are recorded and archived so that students who are unable to attend the session synchronously may access it at their convenience.
- **Assignments:** Each assignment allows students the opportunity to demonstrate their knowledge and gain feedback from the instructor.
- **Group Project:** Students may have the opportunity to participate in group projects. Evaluation of the group projects will involve an analysis of the products as well as the group process. Students receive course textbooks and software through Words of Wisdom, LLC.



Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC101	College Success for Online Programs	2.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC120	Culinary Foundations II	6.0
LCBC125	Cost Control and Purchasing	3.0
LCBC130	Culinary Foundations III	6.0
LCBC135	Nutrition	3.0
LCBC150	Baking and Pastry	6.0
LCBC210	Cuisine Across Cultures	6.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC225	Wine and Beverage	3.0
LCBC250	Externship I	6.0
LCBC299	Capstone Course	3.0
LCBH156	Food History	3.0
LCBH225	Food Service Operations	5.0
LCBH291	Dining Room Management	5.0
LCBH295	Restaurant Management	5.0
Total Required Core Curriculum Credits		74.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH115	General Education Mathematics	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		25.0
Total Quarter Credits Required for Graduation		99.0

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

Le Cordon Bleu Hospitality and Restaurant Management – Online

The following program is offered through the
Scottsdale campus and is not offered in all states.

The Le Cordon Bleu Hospitality and Restaurant Management program is a 980 contact hour, 95 Quarter Credit culinary arts training program and may be completed in 60 or 84 weeks, excluding holidays and breaks. The program consists of academic and general education courses, and concludes with a capstone course.

Mode of Delivery

The college utilizes a proprietary Learning Management System (LMS) known as MyCampus. Virtual classrooms are designed to facilitate learning and may be comprised of learning activities that include one or more of the following:

- **Presentations:** Multimedia presentations introduce new concepts and are accessed by students asynchronously.
- **Discussion Forums:** Topic-based discussions are facilitated asynchronously by the instructor. Discussion forums provide students with the opportunity to respond to the instructor as well as to other students. The instructor may focus the discussion, highlight critical insights made by students, challenge the critical thinking of students, and propose alternative perspectives on a topic.
- **Chat Sessions:** Twice each week, the instructor holds a one-hour live (synchronous) chat session. The instructor uses these chat sessions to deliver a structured presentation. Chat sessions are recorded and archived so that students who are unable to attend the session synchronously may access it at their convenience.
- **Assignments:** Each assignment allows students the opportunity to demonstrate their knowledge and gain feedback from the instructor.
- **Group Project:** Students may have the opportunity to participate in group projects. Evaluation of the group projects will involve an analysis of the products as well as the group process. Students receive course textbooks and software through Words of Wisdom, LLC Schaumburg, Illinois, (866) 397-1726.

Program outcomes include:

- Demonstrate professional-level dining and beverage service techniques.
- Demonstrate sanitation principles as they apply to the hospitality industry.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the skills needed to begin his/her career in the culinary and/or hospitality industries at an entry level. Examples of some job titles for graduates include entry-level supervisory positions, Front Desk Clerk, Concierge, Front Desk Supervisor, Manager Trainee, Assistant Manager, Maitre d', Wine Steward, Assistant Catering Manager and Event Coordinator. Graduates are encouraged to work toward upper management positions through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.



Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC101	College Success for Online Programs	2.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC225	Wine and Beverage	3.0
LCBH100	Introduction to Hospitality Industry	3.0
LCBH115	Food Safety and Sanitation for Hospitality	3.0
LCBH151	Food Terminology	3.0
LCBH156	Food History	3.0
LCBH211	Information Technology Systems	3.0
LCBH221	Beverage Service Operations	3.0
LCBH225	Food Service Operations	5.0
LCBH231	Introduction to Tourism	3.0
LCBH241	Hotel and Lodging Operations	3.0
LCBH250	Hospitality Business Law	3.0
LCBH261	Club Management	3.0
LCBH270	Hospitality Leadership Systems	3.0
LCBH280	Hospitality Marketing	3.0
LCBH291	Dining Room Management	5.0
LCBH295	Restaurant Management	5.0
LCBH299	Capstone Course	3.0
Total Required Core Curriculum Credits		70.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
LIT215	Topics in Literature	5.0
MTH115	General Education Mathematics	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		25.0
Total Quarter Credits Required for Graduation		95.0

COURSE DESCRIPTIONS FOR ALL CERTIFICATE, DIPLOMA, ASSOCIATE, AND ONLINE PROGRAMS

COURSE NUMBERING SYSTEM

Le Cordon Bleu College of Culinary Arts uses a course numbering system that consists of a three- or four-letter prefix followed by three numbers and indicates both the area of study and general freshman or sophomore level of the course. Courses numbered 100-199 are generally taken during a student's first academic year. Courses numbered 200-299 are generally taken during a student's second academic year. Courses numbered 300-399 are generally taken during a student's third academic year. Courses numbered 400-499 are generally taken during a student's fourth academic year. Although the course number indicates the general level of study, courses may be completed out of sequence with a student's current study level, upon approval from the Director of Education. The unit of credit is the semester/quarter-credit hour.

Note: The institution reserves the right to reschedule any course that is selected by fewer than ten students. Due to course scheduling and student demand, not all courses are available or offered every module.

LCBC100 – College Success and Career Portfolio

1 Credit

Prerequisite: None

This College Success class combines insight specific to both student success habits and gaining entry into the foodservice profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Resume, cover letter, and reference page development for employment seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored, interviewing skills, stress management, time management and personal finance management are discussed.

LCBC101 – College Success for Online Programs

2 Credits

Prerequisite: None

This College Success class combines insight specific to both online student success habits and gaining entry into the foodservice profession. The compilation of documents for inclusion in either print-based or digital portfolios is the capstone project in this Le Cordon Bleu course. Resume, cover letter and reference page development for employment seeking presentation encompasses student outcomes. Strategies for note taking, reading for comprehension and test taking are explored, interviewing skills, stress management, time management and personal finance management are discussed.

LCBC105 – Food Safety and Sanitation

3 Credits

Prerequisite: None

This course covers the principles of safe food handling, the types of hazards, and the most common causes of food borne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent food borne illness throughout the flow of food. Students will take a CFP/ANSI nationally accredited food safety exam for certification.

LCBC110 – Culinary Foundations I

4 Credits

Prerequisite: None

In this introductory course to the culinary arts, students will have the opportunity to learn basic principles guiding professional introductory cooking techniques. Lecture topics will include the history of the foodservice industry, culinary terminology, standards of professionalism, organization of working kitchens and volume food preparation. Key components of the course include discussion of chef tools, commercial equipment and its intended uses. Basic food science principles, recipe use, menu genres, introduction to the elements of taste and flavor also drive daily lessons. The foundation for Le Cordon Bleu stocks and sauces are introduced in this class. The course also covers introduction to commercial kitchen cleaning and builds understanding for clean facilities as students complete their food safety and sanitation course.

**LCBC122 – Culinary Foundations II****7 Credits****Prerequisites:** LCBC105 and LCBC110

This hands-on course builds on the techniques and principles presented in Culinary Foundations I. Students will have the opportunity to apply introductory level culinary techniques as a component of a Le Cordon Bleu culinary education. Classical knife cuts and French classical cuisine terminology is built upon in this hands-on course. Proper use of commercial equipment and understanding of measurement, formulas, and recipe adherence culminate a solid foundation for furthering basic competencies. Foundations include stocks, mother sauces, soups, vegetables, grains, and egg cookery, speed and accuracy. As with the entire Le Cordon Bleu curriculum desired sanitation, professionalism, and respect for the craft continue to enhance the student's educational experience.

LCBC123 – Hospitality Math**5 Credits****Prerequisite:** None

This course introduces students to the basic math principles used in the hospitality industry. The course will explore math's application to recipe costing, yield testing, food, beverage and labor costing, and weights and measurements. This course is designed to prepare students for LCBC125 – Cost Control and Purchasing.

LCBC125 – Cost Control and Purchasing**3 Credits****Prerequisite:** MAT1150

This course provides students with an understanding of cost control and purchasing as it applies to managing a professional foodservice operation. Lectures focus on the design and implementation of cost control measures and effective purchasing procedures. The budget on both a daily basis and a per event basis will be analyzed. Students will be exposed to a base understanding of profit and loss statements and how to track cost as it relates to the flow of food in various styles of industry establishments. Le Cordon Bleu curriculum components will include analysis of the benefits of fabrication versus value added product purchasing and will encompass the student's individual industry goals with simulated business modeling exercises.

LCBC132 – Culinary Foundations III**7 Credits****Prerequisite:** LCBC122

This course builds on the techniques and principles demonstrated in previous courses. Students will have the opportunity to develop skills in the identification, butchery, and fabrication used in cooking of a variety of meat and seafood products. Small sauce production, from the classical Le Cordon Bleu techniques taught earlier, is enhanced in this stage of further advanced culinary training. Charcuterie methods including curing, smoking, forcemeats, and sausage production are introduced and practiced. Students will have the opportunity to apply introductory plating techniques utilized in the foodservice industry and may begin to realize their own style as the taught Le Cordon Bleu techniques become more familiar.

LCBC135 – Nutrition**3 Credits****Prerequisite:** None

This course is an introductory course in the study of the principles of human nutritional needs. Current dietary guidelines, the function of nutrients, and dietary fads will be discussed. Students will be expected to examine menus and recipes for modifications to optimizing nutritional content and balance the current trends in nutritional study with classical Le Cordon Bleu cuisine techniques. Emphasis will be placed on the relationship between diet, health, disease, and how a food-science foundation can benefit not only immune challenged populations, but the average healthy populations as well.

LCBC152/153 – Baking and Pastry**7 Credits****Prerequisites:** LCBC105 and LCBC110

This course covers the fundamentals of baking and pastry arts, which include terminology, technology, equipment, measurement, and recipe costing and analysis. Different classical mixing methods along with standard recipe adherence principles, bakery sanitation, and product storage are discussed. Students have the opportunity to produce a variety of rich, lean and laminated doughs, cakes, icings, cookies, tarts, quick breads, stirred and baked custards, frozen desserts, chocolates, candies and plated desserts. Industry applications are emphasized as described by both classical Le Cordon Bleu cuisine techniques and customer demand in the modern-day bakery.

LCBC205 – Food in History**5 Credits****Prerequisite:** None

Food in History provides students with an intellectual framework for understanding world history, the origins of food, and the development of cuisine. This course highlights religious, economic and cultural influences from the ancient period to the present. Emphasis is on the appreciation and understanding of important historical developments.

LCBC212 – Cuisine Across Cultures

8 Credits

Prerequisite: LCBC132

This hands-on lab course traces common global ingredients used in many regional dishes. It combines lecture, demonstration, production, and presentation as a means to explore other cultures through the understanding of global culinary heritages. The attitudes and tastes of the more global and knowledgeable customer sets a greater expectation of balance in a professional culinarian's repertoire. Students examine food in the context of culture, geography, history and the influences cuisines have had on each other.

LCBC215 – Hospitality Supervision and Entrepreneurship

5 Credits

Prerequisite: None

This course provides fundamental principles in business plan development with areas concentrating on hospitality financials, menu mechanics, staff training, and development of employees. The course also addresses current legal issues that employers face, how to schedule full- and part-time employees for staff retention and maximum scheduling efficiency, and the benefits of fixed, and variable cost management throughout the foodservice industry. Students in this course will have an opportunity through research to better understand the demands of managing people in today's diverse workforce.

LCBC222 – Catering and Buffets

7 Credits

Prerequisite: LCBC132

Introducing classical and contemporary garde manger techniques are emphasized in this course. Students prepare and serve food in a variety of settings. This hands-on production course covers three major areas in buffet and catering operations: business, preparation, and execution. The course approaches these operations in the areas of catering, theme parties, weddings, holidays, and special events. Additional topics include menu development and business aspects of a catering operation. Students will have an opportunity to combine kitchen skills with a sense of business and creativity. This course also provides an opportunity for students to find their own style and further their depth of knowledge regarding how to transition what they see in the kitchen and what the customer sees in delivering of the final product.

LCBC225 – Wine and Beverage

3 Credits

Prerequisite: None

This course provides the student with the foundations necessary to understand and appreciate beverage alcohol service, a major profit center for the industry. Exploration into the various types of beverage service is emphasized. Focuses include wine, mixed drinks, coffees and teas, specialty beverages and how a beverage type can identify an establishment. Students are instructed in the art of wine evaluation, food pairing, and the basic understanding of the geography and history of wine. Other key components of the course include discussions on the processes involved in wine and spirit making including distillation, pasteurization, and wood aging. The course shows the importance of responsible alcohol service and the management of the responsibility that stems from operating a foodservice establishment which operates with a liquor license.

LCBC232 – Contemporary Cuisine

4 Credits

Prerequisite: LCBC132

This course will focus on the evolution of cuisine from classical methods to contemporary methods. The student will have the opportunity to broaden his/her sensory development and use critical thinking to formulate his/her own conclusions about flavor profiling. This course will also involve the exploration of culinary trends such as use of local ingredients, food preservation, and alternative diets through recipe design. Honing the technical skills and creative interpretation of plate presentation are among the applications highlighted in this course. Upon completion of this course, the student should be able to create and execute a nutritionally balanced menu that targets a particular customer profile with an emphasis on flavor, balance, and harmony, while honoring the classical techniques even if using a more modern-day delivery presentation.

LCBC240/241/242 – Restaurant Rotation

8 Credits

Prerequisites: LCBC152, LCBC212, and LCBC222 or Director of Education consent

In this final on-campus course, students apply specific skills taught throughout the curriculum in a series of modern food service applications and competency-based assessments. Student groups will design a food service operation and formally present a business plan that includes a concept, layout, menu design with cost breakdown, and a marketing plan. Individually, students will perform restaurant firing exercises in both kitchen and dining room tableside environments with an emphasis on satisfactorily demonstrating learned competencies with a sense of urgency. Students will also practice an American Culinary Federation practical cooking exam that is highly respected in the foodservice industry for professional certification.



LCBC250 – Externship I

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

The externship is the final applied component of the Le Cordon Bleu culinary program. The student will have the opportunity to further develop and refine their culinary skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC255 – Externship II

6 Credits

Prerequisite: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

This second course is required of all certificate seeking culinary arts students. The student will have the opportunity to further develop and refine their culinary skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC299 – Capstone Course

3 Credits

Prerequisites: All required program courses must be completed prior to taking LCBC299 and CGPA must be equal to or greater than 2.0

This course provides students with the opportunity to integrate and apply learning from their previous courses of study in a comprehensive method.

LCBH100 – Introduction to the Hospitality Industry

3 Credits

Prerequisite: None

This course is designed to serve as an overview and introduction to the hospitality industry. Students are introduced to the history of the hospitality industry including an overview of the size, scope, and impact. Each of the major segments of the hospitality industry is introduced. Current trends in hospitality are explored.

LCBH115 – Food Safety and Sanitation for Hospitality

3 Credits

Prerequisite: None

This course covers the principles of safe food handling, the three types of hazards, and the most common causes of foodborne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent foodborne illness throughout the flow of food.

LCBH151 – Food Terminology

3 Credits

Prerequisite: None

Students are introduced to key terminology surrounding food, foodservice equipment, and cooking techniques. Students are expected to identify food product and describe basic cooking styles and techniques properly.

LCBH156 – Food History

3 Credits

Prerequisite: None

This course explores the importance of food and foodservice throughout history, from prehistoric times to the present. The historical influence on modern foodservice is analyzed. Culinary trends are identified and discussed.

LCBH211 – Information Technology Systems

3 Credits

Prerequisite: None

This course provides an overview of PC-based information systems and technology applications used in the hospitality industry to support operations and management decision making. Topics include: hardware and software, data processing systems, input-output devices, storage devices. Students will have the opportunity to learn and use word processing and spread sheet programs.

LCBH221 – Beverage Service Operations

3 Credits

Prerequisite: None

This course introduces the rudiments of adult beverage service, recipes, bar design and functionality. Other topics include: marketing, promotions, legalities, licensing, cost control, and management.

LCBH225 – Food Service Operations

5 Credits

Prerequisite: None

Food Service Operations provides a comprehensive view of the size and scope of the food service industry as well as core operational elements inherent in all food service operations. Different segments of the food service industry are analyzed including: contract food service, dining operations, and hotel food service.

LCBH231 – Introduction to Tourism

3 Credits

Prerequisite: None

This course provides a comprehensive view of the travel and tourism industry, including the history of travel and tourism. Operating segments of the tourism industry are explored, as well as the role of hospitality within the touristic framework.

LCBH241 – Hotel and Lodging Operations

3 Credits

Prerequisite: None

This course presents the fundamental principles of lodging operations. Students are introduced to the history and scope of lodging industry as well as the organizational structure, and classification of different types of properties and the markets served. Course also addresses job positions within the hotel and the interconnected nature of different hotel departments.

LCBH250 – Hospitality Business Law

3 Credits

Prerequisite: None

This intensive course covers all aspects of business law as it relates to the hospitality industry. Topics discussed include: basic contracts, administrative law, government regulations, and legal concerns involving truth in advertising, contracts, and management ethics. Students have the opportunity to develop the knowledge and skills necessary to make informed decisions within professional and legal boundaries. Also, proficiencies in building progressive labor relations as a hospitality manager are offered.

LCBH261 – Club Management

3 Credits

Prerequisite: None

This course examines the history, purpose, and organization of private clubs with a focus on member expectations, service delivery methods, and organizational structure. An overview of club departments and the unique management challenges are explored.

LCBH270 – Hospitality Leadership Systems

3 Credits

Prerequisite: None

This course emphasizes the importance of leadership, decision making, motivation, power, and change within the organization. This unit is aimed at enhancing the students' effectiveness as members or leaders of the hospitality management industry.

LCBH280 – Hospitality Marketing

3 Credits

Prerequisite: None

This course introduces the planning, development, and management of marketing activities. Special topics include financial and marketing considerations unique to events in the hospitality environment.

LCBH291 – Dining Room Management

3 Credits

Prerequisite: None

This course serves to provide students with a complete overview of front-of-the-house operations. Students will receive instruction in all aspects of dining room management including: service theory, concept styles, and levels of service. Furthermore, the equipment and standards that are required and dictated by concept and restaurant ratings are discussed. Hiring, training, and managing to ensure quality service are also included.

LCBH295 – Restaurant Management

5 Credits

Prerequisite: None

The course focuses on the mission, organization, and service execution in a sit-down, full-service dining operation. Planning, scheduling, and forecasting are explained, as well as, basic restaurant layout and design.

LCBH299 – Capstone Course

3 Credits

Prerequisites: All required program courses must be completed prior to taking LCBH299 and CGPA must be equal to or greater than 2.0

This course provides students with the opportunity to integrate and apply learning from their previous courses of study in a comprehensive method.

LCBK102 – Introduction to Pâtisserie and Baking Techniques

7 Credits

Prerequisite: None

The course introduces the fundamental concepts, skills and techniques of basic baking. Special emphasis placed on the study of ingredient functions, product identification, and weights and measures as applied to baking. Students will have the opportunity to apply basic baking techniques in the preparation of cookies, cakes, muffins, tarts basic custards and petit fours. Traditional meringues, butter creams and Génoise sponge will be included.

LCBK112 – Baking Principles and Viennoiserie

7 Credits

Prerequisite: LCBK102

Students will have the opportunity to develop the knowledge, skills and techniques required for the production and presentation of basic yeast products. Emphasis on the application of ingredient functions, product identification and recipe interpretation occurs throughout the module. Students will have the opportunity to apply their acquired understanding of basic baking concepts and techniques to the preparation of breads, enriched dough's and various artisan breads. Focus will also be given to phyllo dough, sweet dough, and Brioche; with emphasis on the method and production of Danish and croissant dough. Consistency of product, timing of production, and recipe development will be included.

LCBK122 – International Pâtisserie, Cake Formula, and Assembly

7 Credits

Prerequisite: LCBK112

Students will explore pâte à choux, stirred and baked custards, Bavarians and mousses. The fundamental production of classical European desserts, crêpes, soufflé, sabayon and frozen desserts are included. Students will also have the opportunity to develop the skills and understanding of creamed, two-stage, and foamed cake methods. The student will have the opportunity to gain practical experience in the production, assembly, finishing, and decoration of cakes with various fillings and icings.

LCBK212 – Advanced Pâtisserie and Chocolate Techniques

8 Credits

Prerequisite: LCBK122

This course focuses on concepts, procedures and techniques to produce plated desserts. The course emphasizes the preparation and assembly of finished desserts, tempering chocolate, sauce preparation, and garnishes.



LCBK222 – Centerpiece and Cake Decoration Techniques

7 Credits

Prerequisite: LCBK212

The course introduces students to the relevant concepts, procedures and techniques necessary to produce elaborate celebration cakes. The student will have the opportunity to develop skills in decorations made with pastillage, chocolate, gum paste, cooked sugar, and marzipan. Students will practice piping and décor appropriate to the production and decoration of wedding cakes.

LCBK232 – Advanced Showpiece and Confectionary Techniques

7 Credits

Prerequisite: LCBK222

Through the demonstration and practical experience, students will have the opportunity to develop their artistic talents in the creation of candies, showpieces, and centerpieces. Students explore a variety of mediums, which include chocolate, pastillage, and cooked sugar.

LCBK250/252 – Externship I

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

The externship is the final applied component of the Le Cordon Bleu Pâtisserie and Baking program. The student will have the opportunity to further develop and refine their skills with 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBK255 – Externship II

6 Credits

Prerequisites: All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

This second course is required of all Pâtisserie and Baking students. The student will have the opportunity to further develop and refine their skills during this additional 180 hours of progressive industry experience alongside school approved foodservice professionals.

LCBM302 – Wine and Beverage Management

3 Credits

Prerequisite: None

This course introduces the history, science and varieties of alcoholic beverages essential for today's hospitality manager. Students will have the opportunity to gain an understanding of wines, beers and spirits; including the selling and marketing aspects of the beverage industry.

LCBM310 – Cost Control Analysis

3 Credits

Prerequisite: None

This course focuses on the management aspects of planning, organizing, leading and controlling a hospitality establishment. Topics explored include purchasing and inventory control, accounting, and profitability.

LCBM320 – Health Cuisine and Nutrition

3 Credits

Prerequisite: None

This course will focus on current nutritional aspects in the food industry. Emphasis will be placed on dietary modifications, menu design and alteration, ingredient selection, and function.

LCBM330 – Food Science

3 Credits

Prerequisite: None

This course uses lecture and demonstrations to present the physical and chemical properties of food. Students will have the opportunity to discuss the relationship of these properties to food preparation techniques as they relate to health and nutrition.

LCBM340 – Business Ethics

3 Credits

Prerequisite: None

This course examines the nature and value of morality in relation to business environments. Students will be exposed to theoretical situations and applied ethical constructs that shape and modify the business decision-making processes.

LCBM360 – Facilities Management

3 Credits

Prerequisite: None

Students will have the opportunity to examine and evaluate the processes involved in the development, management, and maintenance of hospitality facilities and properties.

LCBM370 – Supervision and Management

3 Credits

Prerequisite: None

This course will cover the transition from employee to supervisor. Management techniques will be studied on how to handle difficult employees at the same time as implementing motivational techniques. The student will have an opportunity to gain an understanding of employee training programs, counseling, the concept of discipline, performance appraisals, and the principles of wage and salary administration.

LCBM380 – Gastronomy

3 Credits

Prerequisite: None

This course will explore the study of food through diverse questioning, both historic and contemporary, to understand the relevance within our society and cultures. Topics will include: cultural meanings of food, influences around what we eat and why, changes in meals and mealtimes, drinking habits today versus yesteryear, and the evolution of cuisine, cookbooks and authors. Students will be expected to complete a gastronomy research project as part of the course.

LCBM430 – Event Management

3 Credits

Prerequisite: None

This course will concentrate on established standards, techniques, and practices of event management. The focus will be on social and business functions, and the management of large scale, independent events, such as catering events. Topics will include: research, design, planning, coordination and evaluation of special events management.

LCBM440 – Hospitality Marketing Management

3 Credits

Prerequisite: None

Students address the principles of sales and marketing management as they apply to international hotel and resort business. The course explores the analysis, planning, and control of the sales and marketing function. Emphasis is placed on the procedures and techniques of decision making relative to marketing challenges.

LCBM460 – Financial Management

3 Credits

Prerequisite: None

The course integrates the areas of financial accounting, managerial accounting, and finance and applies the interpretive and analytical skills of each to hospitality industry situations. Course topics will expose students to the analysis and interpretation of financial statements and operating reports, the budgeting and forecasting process, the application of C-V-P and other decision models to hospitality operations, operating agreements, capital investment analysis, financial feasibility, and valuation.

LCBM470 – Hospitality Strategic Management and Research

3 Credits

Prerequisite: None

This course will concentrate on the manager's role in developing balanced and strategic decisions. Practical aspects will be considered through case study analysis and research. Topics will include: acquisition, development, and management of financial resources (such as people, knowledge, and capital), while maintaining successful relationships with external stakeholders.

LCBM480 – Customer Service

3 Credits

Prerequisite: None

This course will provide the student the opportunity to learn how to provide effective customer service and handling customer challenges; while maintaining a professional image. Actual hospitality cases will be studied and customer service solutions will be developed through individual assignments and group discussions.

LCBM490 – Small Business Development

3 Credits

Prerequisite: None

This course will concentrate on techniques and practices of successful small business managers. Topics will include: development and effective management of a small business, essential start-up lessons, writing a business plan, obtaining finance, and understanding legal business forms.

LCBM499 – Capstone Course

3 Credits

Prerequisites: All required program courses must be completed prior to taking the LCBM499 and CGPA must be equal to or greater than 2.0

This course provides students with the opportunity to integrate and apply what was taught from their previous courses of study in a comprehensive method.

GENERAL EDUCATION COURSE DESCRIPTIONS

AGSC403 – Contemporary Issues in Agriculture and Food Production

5 Credits

Prerequisites: ECO323 and ENV333

This course identifies a broad scope of sustainable agriculture issues and includes addressing personal connections with food, the environmental “footprint” of food production, price versus cost, trends in agriculture, and historic factors affecting today’s food systems. Potential solutions and action steps are examined throughout the course.

COM103 – English and Communications

5 Credits

Prerequisite: None

This is an introductory course, which focuses on communication skills essential to career and personal growth. Emphasis is placed upon awareness of an adaptation to the audience, ethical responsibility and cultural diversity. Students are expected to progress in gradual stages, gaining an understanding of the communication process along with confidence and experience in numerous speaking, listening and small group interactions.

COM112 – Effective Interpersonal Communication and Presentation Skills

5 Credits

Prerequisite: None

This course presents principles and theories of effective speech communication. Students will have the opportunity to practice communication and presentation techniques; investigate elements of effective communication, practice writing and organizational skills; and adapt methods of delivery for diverse audiences and context. The course also explores nonverbal communication, conflict resolution, and group dynamics.

COM115 – Communication Methods

5 Credits

Prerequisite: None

The course will emphasize the skills and techniques of effective communication and the application of those skills in a variety of contexts. Topics include the processes and barriers of human communication, the effects of self-perception, culture, gender, verbal and nonverbal messages on the process, and the impact of the communication process on teamwork and conflict. The course will provide students the opportunity to progress in gradual stages, gaining an understanding of the communication process along with confidence and experience in public speaking, listening and group interactions.

COM166 – Interpersonal Communications

5 Credits

Prerequisite: None

Students study the skills and techniques of effective communication and the application of those skills to their personal and professional lives. Topics include the processes and barriers for human communication, the role of self-perception, the effects of culture and gender on communication, verbal and nonverbal messages, group communication, public speaking and managing interpersonal conflict.

CST1050 – Speech

5 Credits

Prerequisite: None

Students study the skills and techniques of effective communication and the application of those skills to our daily lives. Topics include an awareness and appreciation of the complexities of the communication process, understanding inter- and intra-personal communication, identifying barriers to communication, and resolving conflict in communication.

ECO323 – Economic Theory

5 Credits

Prerequisite: None

Students will have the opportunity to learn the economic theories of supply and demand, the principles of scarcity, the allocation of resources and the organization of economic systems. Students explore forces shaping the economy such as market structures, financial institutions, government policies, unemployment, the national debt and the global market place.

ENC1101 – English Composition

5 Credits

Prerequisite: None

In this course students have the opportunity to learn to understand and utilize the writing process. The course encourages the students to see English as a highly practical course, giving them skills they need in future classes, and in any field or occupation they pursue. The students can use reading and writing to demonstrate critical thought, effective communication, and creative appreciation.

ENG101 – Writing Fundamentals

5 Credits

Prerequisite: None

This course will focus upon the writing process, including planning, developing, and revising. It is intended to improve the writing skills necessary to succeed in college and in future careers.

ENG105 – English Composition

5 Credits

Prerequisite: None

This course will focus upon the writing process, including planning, development, and revision. Informative, narrative, and persuasive writing styles will be introduced. Additionally, composition principles including tone, grammar, punctuation utilization of effective research methods, source validity, and accurate methods of citation will be incorporated into the course.

ENG121 – English Composition**5 Credits****Prerequisite: None**

This course provides an introduction to clear and effective writing with an emphasis on correct grammar, punctuation, spelling and word choice. Sentence structure, recognition and correction of common sentence errors and the effective use of reference tools are covered. Students will have the opportunity to practice composition skills through exercises and assignments that represent real-world tasks.

ENG132 – English Composition**5 Credits****Prerequisite: None**

In this course, students are expected to study and apply composition principles to a variety of writing modes, focusing on the writing process, intended audience, consistent point of view, correct grammar, concise language, appropriate style, and effective organizational strategies.

ENG150 – College English**5 Credits****Prerequisite: None**

This course emphasizes the ability to write clearly and effectively by applying composition principles to a variety of writing modes. Focus is on the writing process, intended audience, consistent point of view, correct grammar usage, concise language, appropriate style and effective organizational strategies.

ENG221 – Writing Practical**5 Credits****Prerequisite: None**

This course focuses on the factors that make writing readable. Students will practice identifying the characteristics of “good” writing, and contrast clear, vivid written language with writing which is ineffective. Through lecture, class discussion, and writing assignments, students can learn to write well-crafted paragraphs, business correspondence, reports, policies and procedures. Emphasis is placed on appropriate structure, referencing and documentation.

ENG303 – Academic Writing and Research**5 Credits****Prerequisite: None**

This course covers such topics as incorporating critical reading strategies, the elements of good writing, effective sentence skills, paragraph, and essay structure. The course incorporates the use of literary analysis and research in the development of various writing styles. It addresses how research best fits within student writing by explaining how to analyze and synthesize findings in the student’s own words.

ENV333 – Environmental Science**5 Credits****Prerequisite: None**

This course evaluates the effects of humans on the earth’s ecosystem. Topics discussed may include ecology, human populations, pollution, energy consumption, the allocation of natural resources, and alternative forms of energy.

GE280 – Environmental Science**5 Credits****Prerequisite: None**

This course provides students with an overview of the earth’s physical environments. Topics include the structure of the planet, population growth, energy resources, groundwater contamination, the greenhouse effect, toxic waste disposal, and land use management.

GEN112 – College English**5 Credits****Prerequisite: None**

This course emphasizes the ability to write clearly and effectively by applying composition principles to a variety of writing modes. The focus is on the writing process, intended audience, consistent point of view, correct grammar usage, concise language, appropriate style and effective organizational strategies.

GEN112 – Fundamentals of Speech**5 Credits****Prerequisite: None**

The course covers the principles and practices basic to all areas of oral communication.

GEN113 – Fundamentals of Oral Communication**5 Credits****Prerequisite: None**

This course is an introduction on the basic principles, methods and theories of oral communications. The student will practice speaking and listening skills that can help promote professional career opportunities and workplace relationships.

GEN122 – Verbal Communications**5 Credits****Prerequisite: None**

This course presents principles and theories of effective speech communication. Students will have the opportunity to practice communication and presentation techniques; investigate elements of effective research, writing and organization; and adapt methods of delivery for diverse audiences and contexts.

GEN122 – Applied Math**5 Credits****Prerequisite: None**

Applied Math is designed to provide students with a clear understanding of the essentials of mathematics, whole numbers, fractions, decimals, ratio and proportion, percent’s, applications for business and consumers, statistics, and probability, U.S., customary and metric systems of measurement and rational numbers. The course also provides students with an introduction to yield percent, costing, recipe costing, and recipe size conversion.

GEN132 – English Composition**5 Credits****Prerequisite: None**

This class examines the use of language. Students are exposed to public speaking, writing, and reading for comprehension, discussion and critical evaluation. English Composition is designed to prepare students to express themselves with professionalism and confidence.

GEN132 – College Mathematics**5 Credits****Prerequisite: None**

Students will have the opportunity to investigate historical and contemporary topics in mathematics as an introduction to the thinking processes developed in the field. The topics will introduce the student to both the logical and precise nature of mathematics as well as its creative and imaginative side. The focus of the course is on mathematical reasoning and the solving of real-life problems. Topics included will be chosen from, but not limited to, the following: collection, representation and presentation of data and graphs, ratios and proportions, linear behavior, production.

GEN133 – Written Communication**5 Credits****Prerequisite: None**

This course emphasizes clear and effective writing, concentrating on basic grammar, spelling, sentence structure, and punctuation. Students will be exposed to the effective use of reference tools and generally acceptable methods of referencing sources. Students will have the opportunity to practice these skills through written exercises and assignments.

GEN142 – Introduction to Psychology**5 Credits****Prerequisite: None**

This course provides a general overview of the science of psychology and human behavior. Students will explore the fundamentals of critical thinking, the human mind, effects of environment and mental health. Specific topics covered include theories of personality, life-span development, sensation and perception, thinking and intelligence, memory and learning, emotion, stress and health.

GEN142 - Psychology**5 Credits****Prerequisite: None**

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

GEN152 – Environmental Science**5 Credits****Prerequisite: None**

This course evaluates the effects of humans on the Earth's ecosystem. Topics discussed may include ecology, human populations, pollution, energy consumption, allocation of natural resources, alternative forms of energy, legislation and citizen action.

HUM1101 – Culinary History**5 Credits****Prerequisite: None**

This course is a foundation course in Culinary History. In this course, students are provided an overview of the cultural aspects of food, the societal influences and origins of culinary traditions, dietary patterns, and influence of food in ethnic groups and societies. They will also trace the emergence of the role of the Chef through history.

HUM100 – Introduction to Humanities**5 Credits****Prerequisite: None**

This course is designed to provide students with a comprehensive overview of the humanities. The emphasis of this class will be the examination of the major dimensions of art, literature, music and theater from the classical period to modern times as well as taking a critical and analytical look at enduring philosophical and religious themes from Eastern and Western perspectives.

HUM313 – Food Culture and Ethnic Identity**5 Credits****Prerequisite: None**

This course is designed to provide students the opportunity to enhance their understanding of food and culture. Throughout history, humans have structured their lives around the search for food. Food is a powerful dimension in our consciousness as human beings and is one of the most distinctive expressions of an ethnic group or culture.

LAH2020 – History of Latin America**5 Credits****Prerequisite: None**

This course looks at Latin American History from the pre-conquest to the 21st century. This will include the colonial, economic, and political impact upon its people and its development.

LIT215 – Topics in Literature**5 Credits****Prerequisite: None**

This course will examine modern short stories, poems, plays, and film adaptations selected to reflect recurring universal themes. Readings will highlight key literary terms and conventions. The course will provide the opportunity for students to read, write, and discuss the impact of literature on their lives.

LIT225 – Topics in Literature**5 Credits****Prerequisite: None**

Students will read and respond to works of literature by significant twentieth-century American writers, gain an appreciation of literature as an art form, and learn to evaluate literary works. In addition, students will apply techniques of literary criticism to popular art forms, such as film and song lyrics.

MAC1105 – College Math**5 Credits****Prerequisite: None**

In this course, students will have the opportunity to develop the ability to solve a variety of problems through the use of mathematical structures including algebra, geometry, and statistical analysis.

MAT100 – College Math**5 Credits****Prerequisite: None**

This course teaches and reinforces basic mathematic skills and concepts utilized in everyday life. Topics include calculation of percentages, ratios and proportions and an introduction to algebra. Practical examples and problem-solving exercises are utilized to reinforce information discussed

MAT122 – Culinary Math**5 Credits****Prerequisite: None**

This course introduces the culinary professional to the basics of math and how it is applied to real-world situations in the kitchen. Even with today's reliance on technology, it is important for culinary professionals to understand the underlying mathematics. This course helps students in the culinary arts obtain the math knowledge they need to succeed in areas such as conversions, measuring, and basic costing.

MAT1150 – College Math**5 Credits****Prerequisite: None**

This course is designed to teach mathematical concepts that are a basic necessity for dealing with contemporary problems and issues. The course provides students with the opportunity to learn basic mathematical systems, work with edible portion quantities and as purchased quantities, edible portion costs vs. as purchased costs, yield percentages, and determining selling prices as they relate to the culinary industry.

MTH115 – General Education Mathematics**5 Credits****Prerequisite: None**

This course will investigate historical and contemporary topics in mathematics as an introduction to the thinking processes developed in the field. The topics will introduce the student to both the logical and precise nature of mathematics, as well as its creative, investigative and imaginative side. The focus of the course is on mathematical reasoning and solving of real-life problems. Topics included will be chosen from, but not limited to, the following: linear programming, finance, and statistics.

MTH123 – College Math**5 Credits****Prerequisite: None**

This course is designed to teach mathematical concepts that are a basic necessity for dealing with contemporary problems and issues. The course provides students with the opportunity to learn mathematical systems, work with sets of numbers, and solve problems through logic.

MTH135 – College Mathematics**5 Credits****Prerequisite: None**

An exploration of the fundamental concepts and applications of algebra. Topics include linear and quadratic equations, inequalities, modeling; the Cartesian plane and graphing; functions and their graphs, polynomial functions, and systems of equations and inequalities.

POL200 – Introduction to American and Nevada Politics**5 Credits****Prerequisite: None**

This course provides a survey of the U.S., state, and local governments with attention to the unique aspects of Nevada government and politics. Students can learn about the origin, history, provisions, and principles of the Constitution of the U.S. and the constitution of the State of Nevada. This course satisfies the U.S. and Nevada Constitution requirement for the State of Nevada.

POL473 – Politics, Law, and Society**5 Credits****Prerequisite: None**

This course examines the interrelatedness of politics, law and society, with a focus on public opinion, legislation and regulations, and the influence of mass media on decision-making processes.

PSY105 – Psychology**5 Credits****Prerequisite: None**

This course provides a general overview of the science of psychology and human behavior. Topics covered include the fundamentals of critical thinking, the human mind, effects of environment, and mental health.

PSY110 – Social Psychology**5 Credits****Prerequisite: None**

This course examines the social factors that influence individual and group behavior; with a focus on attitude formation and development, social cognition and perception, interpersonal relations, social influences, and conformity.

PSY142 – Psychology**5 Credits****Prerequisite: None**

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

PSY201 – Aspects of Psychology**5 Credits****Prerequisite: None**

This course is an introduction to the field of psychology, its basic concepts, theories, and contributions to the understanding of human behavior including motivation, team work, conflict resolution, stress management, and personality types.

PSY2101 – Introduction to Psychology**5 Credits****Prerequisite: None**

This class is a foundational course designed to give the student a basic understanding of the psychology of human behavior. The student will be given exposure to the concepts, terminology, principles, and theories that comprise an introductory course in psychology. Topics covered are to synthesize the broad range of knowledge about psychology, to emphasize research methodology, to encourage critical thinking, and to convey a multicultural approach that respects human diversity and individual differences.

PSY313 – Organizational Psychology**5 Credits****Prerequisite: None**

This course examines psychological issues associated with organizational structures and processes. Topics include human relations and interaction, communication, motivation, ethical and moral behavior, hierarchies, leadership, and role definition within organizations.

SCI1200 – Food Science and Safety**3 Credits****Prerequisite: None**

This course covers the principles of safe food handling, the three types of hazards, and the most common causes of foodborne illness. A focus is placed on standards for safe food handling throughout the industry and the principles for managing sanitation in a foodservice operation. The course introduces students to the seven principles of HACCP and familiarizes students with the functions of various governing bodies that service this aspect of the industry. Students discuss how to handle food safely from acquisition to service and are shown areas of opportunity to prevent foodborne illness throughout the flow of food. Students will take a CFP/ANSI nationally accredited food safety exam for certification.

SCI1230 – Nutrition**3 Credits****Prerequisite: None**

This course is an introductory course in the study of the principles of human nutritional needs. Current dietary guidelines, the function of nutrients, and dietary fads will be discussed. Students will examine menus and recipes for modifications to optimizing nutritional content and balance the current trends in nutritional study with classical Le Cordon Bleu cuisine techniques. Emphasis will be placed on the relationship between diet, health, disease and how a food science foundation can benefit not only immune challenged populations, but average healthy populations as well.

SOC413 – Beliefs, Attitudes, and Ideologies**5 Credits****Prerequisite: None**

This course examines the formation, adaptation, maintenance, and function of attitudes and beliefs. The course explores a variety of decision-making processes, assumptions, opinions, judgments, and ideologies are analyzed to determine their relation to individual and group behavior and identity.

SPC2600 – Public Speaking**5 Credits****Prerequisite: None**

This course presents principles and theories of effective speech communication. Students will practice communication and presentation techniques; investigate elements of effective research, writing, and organization; and adapt methods of delivery and debate for diverse audiences and contexts.

STAT303 – Statistics**5 Credits****Prerequisite: None**

This course examines the role of statistics in many aspects of everyday life. The course explores a variety of real examples and uses case studies to build a better understanding of statistical analysis.

SYG2600 – Cultural Diversity**5 Credits****Prerequisite: None**

This course involves the study of society, social behavior, human interaction, and cultural patterns. Topics include the analysis of social conflict, the structure and function of institutions, the dynamics of individual and group interactions, and social stratification and diversity.

ADMISSIONS INFORMATION

ADMISSIONS POLICY

Students should apply for admission as soon as possible in order to be accepted for a specific program and start date.

All applicants are required to complete a personal interview with an admissions representative, either in person or by telephone, depending upon the distance from the school. Parents and/or significant others are encouraged to attend. This gives applicants and their families an opportunity to see and learn about the school's equipment and facilities and to ask questions relating to the school's curriculum and career objectives. Personal interviews also enable school administrators to determine whether an applicant is a strong candidate for enrollment into the program.

For the Le Cordon Bleu campuses in:

Atlanta, Las Vegas, Miami, Orlando, Portland, Scottsdale, Seattle, St. Louis

In addition, each applicant must:

- Complete an Application form.
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, applicable enrollment documents must also be signed by a parent or guardian).
- Possess a standard high school diploma or recognized equivalent, or completion of a home education program pursuant to the requirements of the state of residence.
- Sign a request for high school or GED transcript (and official college transcripts, where applicable).
- Complete the Wonderlic Exam.
- Pay any applicable application fee (non-refundable unless applicant is denied admission or cancels application within three (3) business days of the school's receipt of the application and fee)
The school reserves the right to reject

applicants if the items listed above are not successfully completed.

For the Le Cordon Bleu campuses in: **Los Angeles, Sacramento, San Francisco**

In addition, each applicant must:

- Complete an Application form.
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, applicable enrollment documents must also be signed by a parent or guardian).
- Possess a standard high school diploma or recognized equivalent, or completion of a home education program pursuant to the requirements of the state of residence.
- Sign a request for high school or GED transcript (and official college transcripts, where applicable).
- Complete the Wonderlic Exam.
- Pay any applicable application fee (non-refundable unless applicant is denied admission or cancels application as per the State of California cancellation policy)
The school reserves the right to reject applicants if the items listed above are not successfully completed.

For the Le Cordon Bleu campus in: **Minneapolis/St. Paul**

In addition, each applicant must:

- Complete an Application form.
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, applicable enrollment documents must also be signed by a parent or guardian).
- Possess a standard high school diploma or recognized equivalent, or completion of a home education program pursuant to the requirements of the state of residence.

- Sign a request for high school or GED transcript (and official college transcripts, where applicable).
- Complete the Wonderlic Exam.
- Pay any applicable application fee (non-refundable unless applicant is denied admission or cancels application within three [3] business days of the school's receipt of the application and fee)
- Copy of his/her immunization record.

For online programs offered through the **Le Cordon Bleu campus in: Scottsdale**

Bachelor's Completion Program Requirements

- Complete an Application for Admissions form.
- Execute all enrollment documents including the Application form and Enrollment Agreement (if applicant is less than 18 years of age, the enrollment agreement must also be signed by a parent or guardian).
- A copy of official transcripts before matriculation that must show the student has earned an Associate or higher-level degree from an accredited postsecondary educational institution, recognized by the U.S. Department of Education (or the foreign equivalent), and that the degree granted is in a culinary related field of study. A student must have taken 10 Quarter Credits of academic general education at an accredited postsecondary educational institution, recognized by the U.S. Department of Education that includes courses in written and oral communications or proficiency exam.
- Financial aid forms (if applicant wishes to apply for financial aid).
- Pay any applicable application fee (non-refundable unless applicant is denied admission or cancels application within three (3) days of the school's receipt of the application and fee).

An initial Application for Admission into our completion program must be accompanied by copies of all postsecondary academic transcripts for evaluation prior to receiving final acceptance into the program. Official transcripts must be requested to be sent to Le Cordon Bleu College of Culinary Arts at the time of application and received prior to matriculation into the program. The following culinary related Associate degree programs are deemed appropriate for acceptance into the Bachelor's Completion Program:

- Culinary Arts
- Pâtisserie and Baking
- Restaurant Management
- Culinary Arts and Restaurant Ownership
- Culinary Arts – Culinary Skills and other related culinary arts specific programs as deemed appropriate by the institution.

Le Cordon Bleu Culinary Operations Associate Program Requirements

The associate degree programs are limited to graduates of a Le Cordon Bleu Certificate in Culinary Arts who have earned a GPA of 2.0 or higher per course. Applicants to associate degree programs, who believe they have earned an equivalent degree, must submit official transcripts to the school's Associate Registrar and will be reviewed by the Director of Education for evaluation and eligibility decision. A student who has earned a grade below 2.0 in a pre-requisite course will need to be enrolled and complete an equivalent course earning a course grade of 2.0 or higher prior to enrollment into an associate degree program.

APPLICATION FEE WAIVER POLICY

Application fees are waived under the following circumstances:

- For prospective students who have previously paid an application fee at a Career Education owned school and that fee was not refunded;
- For a prior graduate from any Career Education Corporation owned school;

- For a prospective student who is active duty military, a veteran, a reservist or a spouse or dependent of any of the former;
- For all CEC employees, spouses and dependents enrolling as a Le Cordon Bleu North America student;
- For a prospective student who is eligible for Native American tribal education benefits;
- For a prospective student who will be attending with state TA funding assistance. (For Le Cordon Bleu St. Louis only)
- For prospective students qualified to receive the Corporate Alliance Grant.
- For a prospective student who is a high school student on free or reduced lunch (For Le Cordon Bleu Minneapolis/ St. Paul only)

PROOF OF HIGH SCHOOL GRADUATION FOR LE CORDON BLEU CAMPUSES IN: LAS VEGAS, LOS ANGELES, MIAMI, SACRAMENTO, SAN FRANCISCO AND SCOTTSDALE

Acceptable documentation of high school graduation (called Proof of Graduation) must be received by the institution prior to the first day of the student's first scheduled class(es). It is the student's responsibility to provide acceptable documentation of high school graduation or its equivalency. Students may be asked to provide additional documentation to support the validity of their Proof of Graduation. Any student who does not provide documentation of high school graduation or its equivalent will have his or her enrollment cancelled. Once a student's enrollment is cancelled, he or she will not receive credit for any academic work submitted or grades earned prior to the cancellation. No Federal Financial Aid funds will be disbursed to a student's account until a valid proof of high school graduation or its equivalent is received, reviewed and confirmed.

PROOF OF HIGH SCHOOL GRADUATION FOR LE CORDON BLEU CAMPUSES IN: ATLANTA, MINNEAPOLIS/ST. PAUL, ORLANDO, PORTLAND, SEATTLE AND ST. LOUIS

Acceptable documentation of high school graduation (known as Proof of Graduation) must be received by the institution within 14 calendar days of his or her first day of scheduled class(es). It is the student's responsibility to provide valid documentation of high school graduation or its equivalency, such as by providing a high school transcript, a college transcript (for students who have already completed an associate degree) or military documents that specify the student's high school name, location and date of graduation. Students who do not possess valid evidence of high school graduation, or its equivalence, may complete a High School Transcript Request form, which can be obtained from the Admissions Department and must be returned to the Admissions Department. Students may be asked to provide additional documentation to validate their Proof of Graduation. Any student who does not provide valid documentation of high school graduation, or its equivalent, will have his or her enrollment cancelled. Once a student's enrollment is cancelled, he or she will not receive credit for any academic work submitted or grades earned prior to the cancellation. No Federal Financial Aid funds will be disbursed to a student's account until a valid proof of high school graduation or its equivalent is received, reviewed and confirmed.

WONDERLIC EXAM

Applicants applying to Le Cordon Bleu College of Culinary Arts must take the Wonderlic® Scholastic Level Exam (SLE). Students applying from outside the campus' region who are not available for immediate onsite testing may be required to take the Wonderlic® Scholastic Level Exam Quick test (SLE-Q).

Those applying to a certificate/diploma program, who have earned an associate degree or higher from an accredited institution recognized by the U.S. Department of Education, and have provided official copies

of their transcripts, will be exempt from taking the Wonderlic® exam. Those applying to an associate degree program, who have earned a bachelor degree or higher from an accredited institution recognized by the U.S. Department of Education and have provided official copies of transcripts, will be exempt from taking the Wonderlic® exam. International students are exempt from taking the Wonderlic® Exam

ARTICULATION AGREEMENTS

For the Le Cordon Bleu College of Culinary Arts campuses in Los Angeles and San Francisco

An Articulation Agreement exists between these campuses and Le Cordon Bleu College of Culinary Arts in Scottsdale. This agreement is a collaboration between the Associate of Occupational Studies Degree in Culinary Arts offered by Le Cordon Bleu College of Culinary Arts in Los Angeles and San Francisco into the Bachelor of Arts in Le Cordon Bleu Culinary Management at Le Cordon Bleu College of Culinary Arts in Scottsdale.

Le Cordon Bleu College of Culinary Arts in Sacramento

Le Cordon Bleu College of Culinary Arts in Sacramento has not entered into an articulation or transfer agreement with any other college or university.

All Other Campuses

Details pertaining to Articulation Agreements for all other campus locations are located on the Le Cordon Bleu website.

CRIMINAL CONVICTION POLICY

In an effort to maintain a safe educational and working environment for students and staff, Le Cordon Bleu College of Culinary Arts does not accept applicants who are known to have certain types of criminal convictions in their backgrounds. Admitted students who are discovered to have misrepresented their criminal conviction history to Le Cordon Bleu College of Culinary Arts are subject to immediate dismissal. Similarly, students who commit certain types of crimes

while enrolled are subject to immediate dismissal. As such, students convicted of any criminal offense while enrolled must report that conviction to the school within ten (10) days of receiving the conviction. Students who fail to report a criminal conviction while enrolled are subject to immediate dismissal. Le Cordon Bleu College of Culinary Arts reserves the right to conduct criminal background checks on applicants and students in circumstances deemed appropriate.

ENGLISH PROFICIENCY

Le Cordon Bleu College of Culinary Arts does not provide English-as-a-second language instruction. Students are required to speak English in classes that are taught in English. Students whose native language is not English are required to provide proof of English proficiency by one of the following:

- Test of English as a Foreign Language (TOEFL) with an Internet-Based Test (iBT) score of 61 or higher, Paper-Based Test score of 500 or higher, or Computer-Based Test (CBT) score of 173.
- Advance Placement International English Language (APIEL) with a score of 173 or higher.
- International English Language Testing System (IELTS) with a level of 6 or higher.
- A grade of C or better in an intermediate ESL course.
- Graduation from an English-speaking secondary institution.
- Evidence of having completed 12 semester hours or 18 quarter hours with at least a 'C' (70%) average at an accredited postsecondary institution in which English was the language of instruction.

Students or Graduates who have been previously enrolled in a Le Cordon Bleu Spanish program who chose to transfer to a non-Spanish program will need to meet the English Proficiency requirements.

ADMISSIONS PROCEDURES FOR INTERNATIONAL STUDENTS

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Los Angeles, Miami, Minneapolis/St. Paul, Orlando, Portland, San Francisco and Scottsdale

International students who are eligible for the issuance of an I-20 may enroll directly into an Associate degree at the Non-Resident tuition and fee level. International students are exempt from taking the Wonderlic® Exam. No English language services are provided by the school. Instruction is conducted in English.

Le Cordon Bleu College of Culinary Arts in Sacramento, Seattle and St. Louis

No assistance is offered by the school with regard to applying for a visa and charges incurred related to this process are the responsibility of the applicant. The school is not authorized under federal law to enroll non-immigrant students. No English language services are provided by the school. Instruction is conducted in English.

NON-DISCRIMINATION

The school admits students without regard to race, gender, sexual orientation, religion, creed, color, national origin, ancestry, marital status, age, disability, or any other factor prohibited by law.

RE-ENTERING STUDENTS

Students who have previously attended Le Cordon Bleu College of Culinary Arts but did not graduate, and are returning within 364 days of their last date of attendance, at a minimum will be subject to the following admission requirements and procedures as new applicants: Enrollment Agreement, General Student Disclosure Form, Programmatic Disclosure Form (as applicable), Background check and be required to take the Wonderlic SLE or SLE-Q exam. Payment of the application fee is not required. Additional Financial Aid forms may also be required for those wishing to apply for financial aid. Students planning to return to the institution in a program of study that is different from the



one they previously attended may be subject to additional admissions requirements.

Students who have previously attended Le Cordon Bleu College of Culinary Arts but did not graduate, and whose recorded last date of attendance is greater than 364 days, are subject to all admission requirements in effect at the time of re-entry. All re-entering students will be charged the rate of tuition and fees in effect at the time of re-entry.

POLICY ON FORGED/ALTERED ACADEMIC DOCUMENTS FROM FOREIGN INSTITUTIONS

Foreign and Domestic Documents

Le Cordon Bleu College of Culinary Arts follows strict policies concerning academic integrity. Students with foreign educational credentials must submit authentic foreign academic documents from all upper-secondary and postsecondary educational institutions. Foreign educational credentials will be verified through an approved foreign credential evaluation agency. Foreign credentials will be evaluated to ensure they are equivalent to a high school diploma.

Forged Documents

Any forged/altered academic document, foreign or domestic, submitted by a prospective student will be retained as property of the school and will not be returned to the prospective student. These students will not be considered for admission. If the situation occurs that a student is already attending classes at Le Cordon Bleu College of Culinary Arts and verification of forged credentials arrives, the following applies: If the forged document was used to admit the student, and the absence of that credential would make the student inadmissible, the student will be dismissed from the institution. If the forged document was not used to admit the student, but was used to gain possible transfer credit, the student may be dismissed from school or placed on probation and any transfer credit already awarded from the forged credential will be taken away.

FINANCIAL INFORMATION

FINANCIAL ASSISTANCE

Financial Aid is available for those who qualify. Le Cordon Bleu College of Culinary Arts participates in a variety of financial aid programs for the benefit of students. Students must meet the eligibility requirements of these programs in order to participate. Le Cordon Bleu College of Culinary Arts administers financial aid programs in accordance with prevailing federal and state laws and its own institutional policies. Students are responsible for providing all requested documentation in a timely manner. Failure to do so could jeopardize the student's financial aid eligibility. In order to remain eligible for financial aid, students must maintain satisfactory academic progress as defined in this catalog.

It is recommended that students apply for financial aid as early as possible in order to allow sufficient time for application processing. Financial aid must be approved, and all necessary documentation completed, before the aid can be applied toward tuition and fees. Financial aid is awarded on an award year basis; therefore, depending on the length of the program it may be necessary to re-apply for aid for each award year. Students may have to apply for financial aid more than once during the calendar year, depending on their date of enrollment. Students who need additional information and guidance should contact the Financial Aid Office.

HOW TO APPLY

Students who want to apply for federal aid (and state aid, if applicable) must complete a Free Application for Federal Student Aid (FAFSA) each year. This application is available on-line at Le Cordon Bleu College of Culinary Arts' website (www.chefs.edu) or at <http://fafsa.ed.gov>. The FAFSA applications are processed through the Department of Education and all information is confidential. Students must be accepted at Le Cordon Bleu College of Culinary Arts before financial aid packages can be estimated and processed.

In addition to the catalog, tuition and fee information can also be found on the Le Cordon Bleu website.

DISBURSEMENT OF TITLE IV CREDIT BALANCE (BOOKS)

Regulations require that certain Pell Grant eligible students be provided by the 7th day of classes a means to obtain or purchase required books and supplies. This provision is available only to students who have submitted all required title IV financial aid paperwork at least 10 days before the beginning of classes and who are anticipated to have a credit balance, and is subject to certain other conditions. The amount advanced (or books provided) to eligible students for such purchases is the lesser of: the standard estimated book costs used in the school's Cost of Attendance, or the student's anticipated Title IV credit balance for the block/ module (excluding Stafford Loans for first year- first time borrowers). Determination of delivery of books or of the credit balance is determined by the school. Students may opt out of using the way the school has chosen to fulfill this requirement, simply not accepting the books or credit balance. However, keep in mind that opting out does not require the school to provide the student with an alternative delivery method. Books and supplies are billed to the student's account each payment period. Books, kits, and uniforms are provided by the second day of class to registered students who have submitted all required FA paperwork.

FINANCIAL AID PROGRAMS

Federal Pell Grant

This grant program is designed to assist needy undergraduate students who desire to continue their education beyond high school. Every student is entitled to apply for a Federal Pell Grant. Eligibility is determined by a standard federal formula, which takes into consideration family size, income and resources to determine need. The actual amount of the award is based upon the cost

of attendance, enrollment status, and the amount of money appropriated by Congress to fund the program. The Federal Pell Grant makes it possible to provide a foundation of financial aid to help defray the cost of a postsecondary education. Unlike loans, the Federal Pell Grant does not usually have to be paid back.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is a grant program for undergraduate students with exceptional need with priority given to students with Federal Pell Grant eligibility. The federal government allocates FSEOG funds to participating schools. This is a limited pool of funds and the school will determine to whom and how much it will award based on federal guidelines. Often, due to limited funding, FSEOG award resources are exhausted early in the year.

LOANS

Federal Student and Parent Loans

The Department's major form of self-help aid includes loans to students and parents through the William D. Ford Federal Direct Loan (Direct Loan) Program. Direct Loans include Federal Stafford, Federal Parent-PLUS, Federal Grad- PLUS and Federal Consolidation Loans and are available through the U.S. Government.

Federal Direct Stafford

Federal Direct Stafford loans are low-interest loans that are made to the student. The loan must be used to pay for direct (tuition and fees, books and supplies) and indirect (room, board, transportation and personal expenses) education related expenses. Subsidized loans are based on need while unsubsidized loans are not. Repayment begins six (6) months after the student graduates, withdraws from school, or falls below half-time enrollment status.



Federal Direct Parent-PLUS

The William D. Ford Federal Direct Parent-PLUS loan is available to parents of dependent undergraduate students. These loans are not based on need but when combined with other resources, cannot exceed the student's cost of education. A credit check on the parent borrower is required and either or both parents may borrow through this program. Repayment begins within 60 days of final disbursement of the loan within a loan period. However, parents may request a deferment of payments while the student is attending at least half time.

Federal Work Study (FWS)

FWS is a financial aid program designed to assist students in meeting the cost of their education by working part-time while attending school. Positions may either be on-campus, off-campus, or community service related. A candidate must demonstrate financial need to be awarded FWS. The number of positions available may be limited depending upon the institution's annual funding allocation from the federal government.

Private Loans

Some lending institutions offer loans to help cover the gap between the cost of education and the amount of federal aid eligibility. A co-signer may be required to meet the program's credit criteria. Interest rates are variable and are typically based on the prime rate or the Treasury bill rate. Contact the specific lender for more information.

STATE GRANTS/STATE SCHOLARSHIPS

Chafee Grant

The California Chafee Grant Program gives free money to foster youth and former foster youth to use for vocational school training or college courses.

For the Le Cordon Bleu campuses in: Miami, Orlando State Grants

These grants, administered by the Florida State Department of Higher Education, provide financial assistance to qualified students who reside in Florida. These grants are based on

the student's estimated family contribution and the availability of state funds.

José Martí Scholarship Challenge Grant Fund

The José Martí Scholarship Challenge Grant Fund is a need-based merit scholarship that provides financial assistance to eligible students of Hispanic origin who will attend Florida public or eligible private institutions. Applicants for undergraduate study must apply during their senior year of high school. Graduate students may apply, but priority for the scholarships is given to graduating high school seniors. The number of new awards made each year is subject to contributions from private sources and funds appropriated by the Florida Legislature.

Robert C. Byrd Honors Scholarship Program

The Robert C. Byrd Honors Scholarship Program was established by the United States Congress to provide scholarships to outstanding high school seniors who show promise of continued academic achievement. This program is offered through the U.S. Department of Education and administered by the Florida Department of Education (FDOE), Office of Student Financial Assistance (OSFA). Program funds may be used at eligible institutions outside the state of Florida.

Florida Student Assistance Grant Program

The Florida Student Assistance Grant (FSAG) Program is a need-based grant program available to degree-seeking, resident, undergraduate students who demonstrate substantial financial need and are enrolled in participating postsecondary institutions.

- The Florida Public Student Assistance Grant is available to students who attend state universities and public community colleges.
- The Florida Private Student Assistance Grant is available to students who attend eligible private, non-profit, four-year colleges and universities.
- The Florida Postsecondary Student Assistance Grant is available to students

who attend eligible degree-granting private colleges and universities not eligible under the Florida Private Student Assistance Grant.

- The Florida Public Postsecondary Career Education Student Assistance Grant is available to students who attend participating community colleges or career centers operated by district school boards.

See the separate fact sheet for additional information. FSAG is a decentralized program, and each participating institution determines application procedures, deadlines, student eligibility, and award amounts.

Florida Bright Futures Scholarship Program

The Florida Bright Futures Scholarship Program establishes three lottery-funded scholarships to reward Florida high school graduates for high academic achievement. The Florida Bright Futures Scholarship Program is comprised of the following three (3) awards:

- Florida Academic Scholars Award (FAS) (including Academic Top Scholars)
- Florida Medallion Scholars Award (FMS)
- Florida Gold Seal Vocational Scholars Award (GSV)

Scholarships for Children and Spouses of Deceased or Disabled Veterans and Service Members

The Scholarships for Children and Spouses of Deceased or Disabled Veterans and Service Members (CSDDV) provides scholarships for dependent children or unremarried spouses of Florida veterans or service members who died as a result of service-connected injuries, diseases, or disabilities sustained while on active duty or who have been verified by the Florida Department of Veterans' Affairs as having service-connected 100% total and permanent disabilities. This program also provides funds for dependent children whose parent is classified as a prisoner of war or missing in action by the Armed Forces of the United States or as a civilian personnel captured while serving with the consent or authorization of the United States Government during wartime service. Veterans

must have been Florida residents for one year immediately preceding time of death, determination of 100% disability, or prisoner of war/missing in action classification. This program provides funds for tuition and registration fees at a public postsecondary institution or the equivalent at an eligible private postsecondary institution.

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Minnesota State Grant

This grant program, administered by the Minnesota Office of Higher Education, provides financial assistance to qualified students who reside in Minnesota. Funding is based on availability of state funds.

Le Cordon Bleu College of Culinary Arts in Portland

State Student Scholarships/Grants

For information concerning available scholarships and grants in their State of residence, students can contact the Federal Student Aid Information center at (800)4FEDAID or via the web at <http://federalstudentaid.ed.gov/students>. For a detailed list of available private scholarships, students should contact the Student Finance Department.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Arizona Private School Association Scholarship

Each spring, the Arizona Private School Association awards two \$1000 Scholarships to every High School in Arizona. The Arizona Private School Association has awarded 100+ scholarships yearly to local high schools. Applications for scholarships are available from the APSA office or any high school counseling office. Scholarships are for graduating students from Arizona and the high school determines the recipients of the Awards.

BLEU GRANT

Le Cordon Bleu offers institutional grants to students who have financial need, as determined by the federally calculated Expected Family Contribution (EFC), and are enrolled in one the following programs: Certificate/ Diploma in Le Cordon Bleu Culinary Arts, Certificate/ Diploma in Le Cordon Bleu Pâtisserie and Baking, Associate in Le Cordon Bleu Culinary Arts, Associate in Le Cordon Bleu Pâtisserie and Baking.

Grants range from \$50 to \$9,010.

Criteria are as follows:

- The BLEU Grant is renewable per academic year.
- Students will be considered upon completion of the admissions application process and the financial aid application process, including completing the Free Application for Federal Student Aid (FAFSA).
- The BLEU Grant does not supplant the student's eligibility for Pell Grant.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the grant.
- If a student receives supplemental funding after the BLEU Grant has been awarded, the BLEU grant may be reduced based off of need calculations.
- This grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.

Le Cordon Bleu makes available a limited amount of money each year for such grants. Once it is determined that available funding is exhausted, grants will not be available to otherwise eligible students. For 2014, \$6,900,000 has been budgeted for the BLEU Grant.

Le Cordon Bleu Corporate Educational Alliance Grant

Le Cordon Bleu has established a grant* in the name of its Corporate Educational Alliances in order to assist eligible students and their immediate family members** with the opportunity to attend a certificate, diploma or degree program of study at Le Cordon Bleu. To be eligible for the Corporate Educational Alliances Grant, a candidate must be accepted for admission to the College, complete the Corporate Educational Alliances Attestation form and must also allow for verification of eligibility. Verification of eligibility may require the student to submit documentation of proof of employment with the corporation.

The conditions are as follows:

- The Corporate Educational Alliances Grant is used exclusively towards tuition.
- The grant is awarded proportionately over each applicable academic year and the grant percentage will be applied to the academic year tuition costs.
- Qualifying students must be an employee of the corporate educational alliance member or an employee's immediate family member**.
- Candidates must apply and be accepted for admission to the College to be eligible to receive the grant.
- All grants are applied as a credit to the student's account and no cash payments will be awarded to the student.
- Students selected for employment verification must provide documentation before the grant is applied. Documentation must show the effective date of employment, and be submitted prior to the first day of class.
- All of the conditions must be fulfilled before the grant can be disbursed.

The grant is non-transferable and non-substitutable and this grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct costs of attendance and cannot be received as cash.

*Please note that grant percentages may vary (ranging anywhere from 5% - 20% of the tuition costs) by Corporate Educational Alliance. Please contact the Financial Aid Office to determine the exact grant percentage for which you may qualify.

** Immediate family members: Spouse (life partner) or dependent children only. Siblings, cousins, etc. are not considered an immediate family member.

Note: *The Corporate Educational Alliances Grant funding is limited. For 2014, \$172,500 has been budgeted for the Corporate Educational Alliances Grant. If funding for the Educational Alliances Grant is exhausted, otherwise eligible students may not be awarded the grant.*

COMPLETION GRANT

(For Seattle, St. Louis and Sacramento only)

Le Cordon Bleu understands that "life" can sometimes get in the way of students completing their education. Unfortunately, each year unforeseen circumstances and other external factors compel students to suspend their educational pursuits and to drop out of school. Le Cordon Bleu also recognizes that the longer a student is out of school after dropping a program, the more challenges they may face in returning to complete their program of study and the more difficult completing the program becomes. To assist and encourage students that have been out of school longer than a year after having successfully completed four (4) credits during a previous enrollment at Le Cordon Bleu, Le Cordon Bleu has created the Completion Grant. This institutional grant is available to eligible students who have been previously enrolled at Le Cordon Bleu and wish to re-enroll to complete their credential. Specific grant awards will be based on financial need, as determined by the federally calculated Expected Family Contribution (EFC), and are enrolled in one the following programs: Certificate/ Diploma in Le Cordon Bleu Culinary Arts, Certificate/ Diploma in Le Cordon Bleu Pâtisserie and Baking, Associate in Le Cordon Bleu Culinary Arts, Associate in Le Cordon Bleu Pâtisserie and Baking. The Expected Family Contribution

(EFC) is calculated by the U.S. Department of Education based on information obtained through the Free Application for Federal Student Aid (FAFSA). Grants range from \$1000 to \$6,000.

Criteria are as follows:

- The Completion Grant is awarded one time and is not renewable per academic year.
- Students will be considered for this grant upon completion of the re-entry process and the financial aid application process, including completing the Free Application for Federal Student Aid (FAFSA).
- The Completion Grant does not supplant the student's eligibility for Pell Grant.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the grant.
- If a student receives supplemental funding after the Completion Grant has been awarded, the Completion Grant may be reduced to ensure that grant aid awarded does not exceed the cost of tuition and fees.
- This grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as a cash stipend.
- Students are eligible for the Completion Grant if they have previously attended Le Cordon Bleu, but last attended the institution at least 365 days prior to re-enrollment.
- Students are eligible for the Completion Grant if they have a GPA of 2.0 or above while they were in attendance and have completed at least 4 credits.

Le Cordon Bleu makes available a limited amount of funding each year for such grants. Once it is determined that available funding is exhausted, grants will not be available to otherwise eligible students. For 2014, \$6,900,000 has been budgeted for the Completion Grant.

LE CORDON BLEU SCHOLARSHIPS

All applicants of the following scholarships must be enrolled full-time.

Alumni Referral Scholarship – All Schools

Le Cordon Bleu offers the Alumni Referral Scholarships to students who submit a letter of recommendation from an alumnus of Le Cordon Bleu. Each eligible applicant will be eligible for the scholarship up to \$1,000. Students will be considered for the Le Cordon Bleu Alumni Referral Scholarship once they have completed the admissions application process and have submitted both the Le Cordon Bleu Alumni Referral Scholarship application and their recommendation letter.

Criteria are as follows:

- Applications are due by the end of the add/drop period for the student's enrolled start date.
- The scholarship will be awarded over the length of the program.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.

Le Cordon Bleu makes available a limited amount of money each year for the Alumni Referral Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$150,000 has been budgeted for the Alumni Referral Scholarship.

Best of the Best Scholarship – All Schools

Le Cordon Bleu offers the Best of the Best Scholarships to students who graduate high school or college with a GPA of 3.5 or higher. Each eligible applicant will be eligible for the scholarship up to \$1,500. Students will be considered for the Best of the Best Scholarship once they have completed the admissions

application process and have submitted the Best of the Best Scholarship application and their high school/college transcript.

Criteria are as follows:

- Applications are due by the end of the add/drop period for the student's enrolled start date.
- The scholarship will be awarded over the length of the program.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.

Le Cordon Bleu makes available a limited amount of money each year for the Best of the Best Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$150,000 has been budgeted for the Best of the Best Scholarship.

Life Long Learning Scholarship – All Schools

Le Cordon Bleu offers the Lifelong Learning Scholarship to Le Cordon Bleu graduates pursuing continued education at Le Cordon Bleu. The scholarship will be applied against future tuition charge at Le Cordon Bleu.

Certificate/Diploma Graduates

- Pursuing additional certificate/diploma – eligible for \$500
- Pursuing associates degree – eligible for \$1000

Associate Graduates

- Pursuing additional certificate/diploma – eligible for \$500
- Pursuing additional associates or Le Cordon Bleu Online bachelors degree – eligible for \$1000

Criteria are as follows:

- Student must successfully complete and earn 18 credits in their additional program prior to disbursement of the scholarship. The scholarship will be awarded and disbursed in full at that time.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.

Le Cordon Bleu makes available a limited amount of money each year for the Life Long Learning Scholarship. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$300,000 has been budgeted for the Life Long Learning Scholarship.

Le Cordon Bleu Tuition Reimbursement/ Employer Match Scholarship – All Schools

Le Cordon Bleu offers a matching scholarship to students who's employers participate in a tuition reimbursement program. We are committed to our employers who see the value of an education for their employees. This scholarship is available to students who enroll at Le Cordon Bleu and are receiving tuition assistance from their employer. The scholarship will match the employer assistance, not to exceed \$2,500 for the program. Eligible students must present formal documentation from their employer and signed attestation paperwork confirming their employment and receipt of tuition assistance.

Conditions of the Tuition Reimbursement/ Employer Match Scholarship are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Recipients must complete the standard application process and enroll in an associates or Bachelors level program at the Le Cordon Bleu United States Campus of his

or her choice and meet all admissions and eligibility requirements.

- Student must confirm employment and written confirmation from their employer that they are approved to receive tuition reimbursement funds for their program of enrollment. Employer must provide program information including the timing of disbursements in order for matching funds to be scheduled. Matching funds will be prorated over the length of the program only after employer funds are received.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- The College makes available a limited amount of money each year for the Tuition Reimbursement/Employer Match Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$50,000 has been budgeted for the Tuition Reimbursement/ Employer Match Scholarship.

The Le Cordon Bleu Future Chef of America Competition Scholarship – All Schools

Le Cordon Bleu offers The Future Chef of America Competition Scholarship. High School Seniors may become eligible for the scholarship as outlined in the program rules and requirements.

SCHOLARSHIP AWARDS

Local/Regional Competitions

High School Seniors may submit an essay on "Why they want to become the next Future Chef of America" and must complete

all application requirements prior to the established due dates. Please review the complete rules for the scholarship and competitions as outlined in the application and eligibility materials.

First Place – \$5,000

Second Place – \$2,000

Third Place – \$1,000

All other local/regional completion participants not placing 1st, 2nd, or 3rd, will receive a \$500 Scholarship to be applied toward tuition at any Le Cordon Bleu campus within the United States.

National Competition

The 1st place recipient at each local/regional competition will be invited to participate in a final national competition at a Le Cordon Bleu campus in the United States. Please review the complete rules for the scholarship and competitions as outlined in the application and eligibility materials. Travel expenses will not be covered by Le Cordon Bleu.

First Place – Up to tuition equivalent of an Online Bachelor Degree*

Second Place – Up to tuition equivalent of Associate degree

Third Place – Up to tuition equivalent of Certificate/Diploma

Criteria are as follows:

- Student must enroll and begin the program of study at the Le Cordon Bleu campus of their choice in the United States within one calendar year from the date of the award. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in an associates or Bachelors level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.

- The scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- If the recipient of a local/regional competition level scholarship competes and places in the national competition, any scholarship amount received at the local/regional competitions will be void.

* Up to tuition equivalent of Associate degree for Arkansas and Minnesota residents.

LE CORDON BLEU MILITARY GRANT

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*

Le Cordon Bleu has established a Military Grant** for our Active Duty, Drilling National Guard and Drilling Reservist Service Members of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of \$2,000 to be applied toward tuition costs. To be eligible for the grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their military status via a current Leave and Earnings Statement, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

Qualifying candidates are Active Duty, Drilling National Guard and Drilling Reservist Service Members of the U.S. Military.

- Candidates must apply and be accepted for admission to be eligible to receive the grant.
- The grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.

- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded. All of the conditions must be fulfilled before the grant can be disbursed.
- The grant is non-transferable and cannot be used in conjunction with any other Le Cordon Bleu grants or scholarships.
- Applications are due no later than December 31 or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of \$200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

LE CORDON BLEU VETERAN GRANT

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*

Le Cordon Bleu has established a Veterans' Grant** for our Veterans of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of \$2,000 to be applied toward tuition costs. To be eligible for the grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their veteran status via a DD-214 Member-4, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form. Application forms can be obtained by contacting a financial aid advisor or visiting the financial aid office. The eligibility conditions are as follows:

- Qualifying candidates are Veterans of the U.S. Military who have a discharge status other than dishonorable.
- Candidates must apply and be accepted for admission to be eligible to receive the grant.

- The Le Cordon Bleu Veteran Grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.
- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.
- The grant is non-transferable and cannot be used in conjunction with any other Le Cordon Bleu grants or scholarships.
- Applications are due no later than December 31st or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits may still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of \$200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

LE CORDON BLEU VETERAN SPOUSES GRANT

Not applicable for individuals with Post-9/11 Chapter 33 GI Bill Educational Benefits*

Le Cordon Bleu has established a Veteran Spouses Grant** for spouses of our Veterans of the U.S. Military to assist in providing the opportunity to attend a program of study at Le Cordon Bleu. Applicants may be eligible for a grant in the amount of \$2,000 to be applied toward tuition costs. To be eligible for the Le Cordon Bleu Veteran Spouses Grant and waived application fee, a candidate must be accepted for admission, allow for the verification of their spouse's veteran status via a DD-214 Member-4, or comparable government document and complete the Le Cordon Bleu Application Fee Waiver form. Application forms can be obtained by contacting a financial aid advisor or

visiting the financial aid office. The eligibility conditions are as follows:

- Qualifying candidates are spouses of Veterans of the U.S. military.
- Candidates must apply and be accepted for admission to be eligible to receive the grant.
- Candidates selected for membership verification must provide documentation before the grant is applied. Those that are not able to provide documentation will also be required to pay the application fee.
- The Le Cordon Bleu Veteran Spouse's Grant is used exclusively towards current program charges.
- The grant is awarded proportionately over each payment period in the program and the grant will be applied to each academic year's tuition costs.
- All grants are applied as a credit to the candidate's account, and no cash payments will be awarded.
- All of the conditions must be fulfilled before the grant can be disbursed.
- The grant is non-transferable and cannot be used in conjunction with any other Le Cordon Bleu grants or scholarships.
- Applications are due no later than December 31st or when funds are exhausted for the year.

*Candidates using Post-9/11 Chapter 33 GI Bill Educational Benefits may still qualify for a waiver of their application fee.

**Note: Le Cordon Bleu Military Grant, Military Spouses Grant, Veteran Grant and Veteran Spouses Grant funding is limited to a combined amount of \$200,000 for the 2014 year. If funding for grants are exhausted, otherwise eligible candidates may not be awarded.

VETERANS' EDUCATIONAL BENEFITS

Le Cordon Bleu College of Culinary Arts is approved by the applicable State Approving Agency for Veterans Affairs and participates in many Veterans Educational Benefit programs. Students interested in Veterans' Educational Benefits should contact either the

campus certifying official or the Financial Aid Department. Veterans who are unsure of their benefit eligibility or have additional eligibility questions should contact the Veterans Administration at (800) 827-1000, or (888) GI Bill-1 (888) 442-4551, or go to <http://www.gibill.va.gov/>. Eligible students must maintain satisfactory academic progress and all applicable eligibility requirements to continue receiving Veterans' Education Benefits.

Select programs of study at Le Cordon Bleu College of Culinary Arts are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

Any veteran receiving GI Bill benefits while attending Le Cordon Bleu College of Culinary Arts is required to obtain transcripts from all previously attended schools and submit them to the College for review of prior credit.

CAREERS THROUGH CULINARY ARTS PROGRAMS (C-CAP)

Le Cordon Bleu offers Scholarships to students associated with the National C-CAP organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States. Scholarship will be applied to the students account while enrolled in a Certificate/ Diploma or Associates program offering at the Le Cordon Bleu school of enrollment.

COMPETITION SCHOLARSHIPS

Le Cordon Bleu offers the C-CAP Competition Scholarship to the designated winning students of the eight regional C-CAP competitions.

4 Full Tuition Scholarships for Certificate/ Diploma program valued at \$19,200 each.

4 Full Tuition Scholarships for Associates program valued at \$36,200 each.

Student Member Essay Contest

\$2,000 Scholarship – Application, essay and proof of membership in the national student organization are required.

Criteria are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year of the C-CAP award Ceremony. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in an certificate/diploma or associates level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Student must maintain 3.0 GPA and have less than 100 hours of absences during the course of the program to maintain eligibility.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance.
- Student member essay contest scholarships may not be combined with competition scholarships.
- Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$50,000 has been budgeted for the C-CAP Student Member Essay Contest .

National Restaurant Association Educational Foundation – ProStart™

ProStart™ High school Completion Scholarship

Le Cordon Bleu offers a ProStart™ Completion Scholarship to high school graduates who have successfully completed Level 1 and Level 2 of the ProStart™ high school

curriculum. In addition Le Cordon Bleu offers a ProStart™ Collegiate Passport Scholarship to high school graduates who have successfully completed Level 1, Level 2 and 400 externship hours approved by ProStart™ which will entitle them to the ProStart™ National Certificate of Achievement (COA). The COA must be presented at the time of application for the Le Cordon Bleu ProStart™ Collegiate Passport Scholarship.

ProStart™ Level 1 & 2 Completion Scholarship – \$1,500

ProStart™ Collegiate Passport Scholarship – \$2,000

ProStart™ State and National Competition Scholarship

These scholarships are awarded by Le Cordon Bleu at state and national competitions. Student(s) who earn the scholarship may attend the Le Cordon Bleu in North America campus of their choice. Scholarship recipients must apply and begin their program of study within one year of receiving the award. ProStart students typically compete in teams of five. All five team members are awarded a scholarship in a predetermined amount.

State Level Competitions, the Scholarship Awarded is:

First Place – \$5,000 Scholarship

Second Place – \$2,500 Scholarship

Third Place – \$1,000 Scholarship

National Competition, the Scholarship Award is:

First Place – Full Tuition Scholarship, up to the tuition charge for an associates degree program or equal to tuition of certificate/ diploma program

Second Place – \$10,000 Scholarship

Third Place – \$7,500 Scholarship

Conditions of the ProStart™ Scholarships are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year of the competition. Failure to do so will void the scholarship.
- Recipients of the competition scholarships must complete the standard application process and meet all admissions and eligibility requirements.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- The College makes available a limited amount of money each year for the ProStart™ Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$100,000 has been budgeted for the ProStart™ High School Completion and Collegiate Passport Scholarships.

Family, Career and Community Leaders of America (FCCLA)

Le Cordon Bleu offers Scholarships to students associated with the National FCCLA organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States Scholarship will be applied to the students account while enrolled in an Associates program offering at the school of enrollment.

National Competition:

First Place – Full Tuition Scholarship for Associates program valued at \$36,200

Student Member Essay Contest

\$2,000 Scholarship – Application, essay and proof of membership in the national student organization are required.

Conditions of the FCCLA Scholarships are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year from the date of the competition. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in an associates level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This Scholarship, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- Student member essay contest scholarships may not be combined with competition scholarships.
- The College makes available a limited amount of money each year for the FCCLA Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$50,000 has been budgeted for the FCCLA Student Member Essay Competition.

Skills USA

Le Cordon Bleu offers Scholarships to students associated with the National Skills USA organization. Student(s) who earn the scholarship may attend the Le Cordon Bleu campus of their choice in the United States. Scholarship will be applied to the students account while enrolled in an Associates or a bachelors program offering at the school of enrollment.

Student Member Essay Contest

\$2,000 Scholarship – Application, essay and proof of membership in the national student organization are required.

Conditions of the Skills USA Scholarships are as follows:

- Applications and supporting documentation are due by add/drop period of the start date.
- Recipients must complete the standard application process and enroll in an associates or Bachelors level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements.
- Student must maintain 3.0 GPA and have less than 100 hours of absences during the course of the program to maintain eligibility.
- Scholarship will be applied towards tuition only (does not cover Room, board, books, fees, supplies, or other expenses) and awarded over the length of the program.
- This grant, if awarded in combination with other Le Cordon Bleu Institutional Grants or Scholarships, may not exceed the direct cost of attendance and cannot be received as cash.
- The College makes available a limited amount of money each year for the Skills USA Scholarships. Once it is determined that available funding is exhausted, scholarships will not be available to otherwise eligible students. For 2014, \$50,000 has been budgeted for the Skills USA Student Member Essay Competition.

General High School Scholarship (ASSET Testing) – Le Cordon Bleu Atlanta Only

To be eligible, students must have a minimum 2.0 GPA, submit a recommendation from one teacher and be a high school senior in the Atlanta metropolitan area. Test Dates: Monthly from October through May. Call campus for details: (770) 938-4711. If students are not able to attend one of the Scholarship Day events, they can arrange to take the scholarship exam individually with the Enrollment Management Office. Testing must be completed prior to June 1st. The top scoring students from the Scholarship Tests (ASSET) will each receive a tuition scholarship valued at \$1,500 for enrollment at Le Cordon Bleu College of Culinary Arts. In the event of a tie, the Le Cordon Bleu College of Culinary Arts Academic Management Team will interview the top scoring students to determine a winner. For 2014, \$15,000 was budgeted for High School Scholarships (ASSET).

Criteria are as follows:

1. All scholarships are pro-rated equally over the length of the program and cannot be transferred to another individual or school or be received in cash.
2. The scholarship award must be activated by starting school at Le Cordon Bleu College of Culinary Arts within a period of three months following the announcement of scholarship recipients.
3. The names of scholarship recipients may be publicized and used in Le Cordon Bleu College of Culinary Arts informational publications.
4. All employees and immediate family members of Le Cordon Bleu College of Culinary Arts are not eligible to apply.
5. Prospective students of both programs at Le Cordon Bleu College of Culinary Arts in Atlanta are eligible to participate.
6. In order to maintain eligibility the student must:
 - a. Maintain full-time student status.



- b. Maintain satisfactory standards of academic progress throughout the program.
 - c. Maintain attendance in good standing throughout the program.
7. In the event that the student withdraws from the program, the college refund policy will not apply to the scholarship, in that the student will not receive a refund if the credit balance is due to the scholarship award.

LE CORDON BLEU COLLEGE OF CULINARY ARTS IN SCOTTSDALE TRIBAL FUNDING

Le Cordon Bleu College of Culinary Arts is approved for Native American Tribal Funding. Please contact the student Financial Services Office for additional information.

CANCELLATION POLICIES

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Miami, Orlando, Scottsdale, St. Louis

Cancellation Policy

A Student who cancels the Enrollment Agreement within 72 hours (until midnight of the third day excluding Saturdays, Sundays, and legal holidays) after signing the Enrollment Agreement will receive a refund of all monies paid. Students who have not visited the College facility prior to enrollment will have the opportunity to withdraw without penalty within 72 hours following attendance at a regularly scheduled orientation or following a tour of the College facilities and inspection of equipment. A Student who cancels after 72 hours but prior to the Student's first day of class attendance will receive a refund of all monies paid, except for the nonrefundable Application Fee. If the Enrollment Agreement is not accepted by College or if College cancels the Enrollment Agreement prior to the first day of class attendance, all monies, including the Application Fee, will be refunded. All requests for cancellation by the Student must be made in writing and mailed or hand delivered to the Director of Admissions.

Le Cordon Bleu College of Culinary Arts in Los Angeles, Sacramento, San Francisco

Student's Right to Cancel

A student has the right to cancel their Enrollment Agreement, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. If this Agreement is not accepted by Le Cordon Bleu College of Culinary Arts or if the school cancels this Agreement prior to the first day of class attendance, all monies, excluding the application fee, will be refunded. All requests for cancellation by the student must be made in writing and mailed or hand delivered to the Director of Admissions at:

Le Cordon Bleu College of Culinary Arts
in San Francisco
350 Rhode Island Street
San Francisco, CA 94103

Le Cordon Bleu College of Culinary Arts
in Los Angeles
530 East Colorado Blvd.
Pasadena, CA 91101

Le Cordon Bleu College of Culinary Arts
in Sacramento
2450 Del Paso Road
Sacramento, CA 95834

The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement. For written notice sent by mail to the mailing address listed on the front of the Enrollment Agreement, the postmark date shall be used to determine the cancellation date.

Applicants who have not visited the school prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation procedures or following a tour of the school facilities and inspection of equipment where training and services are provided. All monies paid by an applicant must be refunded if requested within three days after signing an enrollment agreement

and making an initial payment. An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid minus a registration fee of 15% of the contract price of the program, but in no event may the school retain more than \$150.

REFUND POLICIES

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Miami, Orlando, Scottsdale, St. Louis

Refund Policy

After the last day of the add/drop period for each payment period no refunds or adjustments will be made to a student who drops individual classes but is otherwise enrolled at Le Cordon Bleu College of Culinary Arts. Refunds are made for a student who withdraws or is withdrawn from the College prior to the completion of his/her program and is based on the tuition billed for the payment period in which the student withdraws, according to the campus schedules set forth below. For the purposes of calculating a refund, the payment period is defined as the period of enrollment in which tuition is billed. Refunds will be based on the total charge incurred by the student at the time of withdrawal, not the amount the student has actually paid. Tuition and fees attributable to any payment period beyond the payment period of withdrawal will be refunded in full. Any books, equipment, and/ or uniforms that have been issued are nonrefundable. In addition, there are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then withdraws or is later dismissed for any reason. When a student withdraws from the institution, he/she must complete a student withdrawal form with the Director of Education. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an

official withdrawal or date of determination of withdrawal by the College (for the Las Vegas campus, refunds must be made within 15 days of the notification of withdrawal). If a student withdraws or is withdrawn prior to the end of the payment period, they are subject to the Return of Title IV Funds policy noted below which may increase the balance due to the College. If there is a balance due to the College after all Title IV funds have been returned, this balance will be due immediately, unless a cash payment agreement for this balance has been approved by the College. Credit balances due to the Student of less than \$5 (after all refunds have been made) will not be refunded to the Student/lender unless requested by the Student.

Atlanta: Refund Schedule

- For a student completing no more than 5% of the payment period, the College will refund 95% of the tuition and fees.
- For a student completing more than 5%, but no more than 10% of the payment period, the College will refund 90% of the tuition and fees.
- For a student completing more than 10%, but no more than 25% of the payment period, the College will refund 75% of the tuition and fees.
- For a student completing more than 25%, but no more than 50% of the payment period, the College will refund 50% of the tuition and fees.
- There will be no refund after a student has completed more than 50% of the payment period.

Las Vegas: Refund Schedule

- Days completed are used to calculate % # of days to Last Date of Attendance/# of days in Payment Period = % complete Pro rata up to 60%

Miami and Orlando: Refund Schedule

If Withdrawal Occurs	Amount of Tuition to be Refunded
Week 1-2	100%
Week 3-4	75%
Week 5-6	50%
Week 7-8	25%
Week 9-10	0%

Scottsdale: Refund Schedule

1st Payment Period	Continuing Payment Periods
1st Week = 100%	1st Week = 90%
2-3 Weeks = 80%	2-3 Weeks = 80%
4th Week = 70%	4th Week = 70%
5-6 Weeks = 60%	5-6 Weeks = 60%
7th Week = 50%	7th Week = 50%
8-9 Weeks = 40%	8-9 Weeks = 40%
10+ Weeks = 0%	10+ Weeks = 0%

St. Louis: Refund Schedule

- Days completed are used to calculate %

Days Completed	Amount of Tuition to be Refunded
0 - 10% Complete	90%
11% - 25% Complete	50%
26% - 50% Complete	25%
51% + Complete	0%

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, and San Francisco Withdraw and Refund

After the last day of the add/drop period, no refunds or adjustments will be made to a student who drops individual classes but is otherwise enrolled at the College. Refunds will be calculated for students who withdraw or are withdrawn from the College prior to the completion of or at 60% or less of the payment period in which the student withdraws, according to the following formula: total days attended in the payment period divided by total days in the payment period multiplied by tuition for the term. If the student has completed more than 60% of the total days in the payment period, no refund is due. Refunds will be calculated for a student who withdraws

or is withdrawn from the College prior to the completion of his or her program and is based on the tuition billed for the term in which the student withdraws. If a student withdraws from individual classes during the add/drop period, tuition charged will be reversed for those individual classes which were dropped. There are no individual course refunds, partial or in full, to any student who has withdrawn past the add/drop period.

Refunds will be based on the total charge incurred by the student at the time of withdrawal, not the amount the student has actually paid. Tuition and fees attributable beyond the student's withdrawal will be refunded in full. Any books, equipment, software and/or uniforms that have been issued, as well as the Student Tuition Recovery Fund (STRF) fee, are nonrefundable. When a student withdraws from the College, he/she must complete a student withdrawal form with the Associate Registrar. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an official withdrawal, or date of determination of withdrawal by the College. If the student withdraws or is withdrawn prior to the end of the payment period, he/she is subject to the Return of Title IV Funds policy noted below which may increase his/her balance due to the College.

If there is a balance due to the College after all Title IV funds have been returned, this balance will be due immediately, unless a cash payment agreement for this balance has been approved by the College. For the purpose of determining a refund, a student shall be deemed to have withdrawn from the College when any of the following occurs:

- The Student notifies the College of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The College terminates the student's enrollment for failure to maintain satisfactory academic progress; failure to abide by the rules and regulations of the College and/or failure to meet financial obligations to the College.



- c. The student incurs 21 consecutive absences and does not communicate directly with the College (or meet attendance policy or leave of absence requirements as stated in the College's catalog) regarding the nature of those absences. In this case, the date of withdrawal shall be deemed the last date of recorded attendance.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If any portion of tuition was paid from the proceeds of a loan, then the refund will be sent to the lender or to the agency that guaranteed the loan, if any. Any remaining amount of refund will first be used to repay any student financial aid programs from which benefits were received, in proportion to the amount of the benefits received. Any remaining amount will be paid to the student. Refunds to loan and grant sources may create a balance due from the student to the College. If the student has received federal student financial aid fund, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. If the student receives financial aid and/or Veterans' Educational Benefits, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- a. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which you are entitled to reduce the balance owed on the loan.
- b. The student may not be eligible for any other federal financial aid at another College or other government assistance until the loan is repaid.

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Buyer's Right to Cancel/Refund Policy

Each student will be notified of acceptance/rejection in writing. In the event a student is rejected, all tuition, fees and other charges will be refunded. Notwithstanding anything to the contrary, if a student gives written notice of cancellation within five business days of the execution of the contract or day on which the student is accepted, then a complete refund is given regardless of whether the program has started. If a student gives a written notice of cancellation after five business days of the execution of the contract or day on which the student is accepted, but before the start of the program by Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul, then all tuition, fees and other charges, except 15 percent of the total cost of the program (15 percent not to exceed \$50) shall be refunded to the student. If a student gives written notice of cancellation after the start of the period of instruction for which the student has been charged, but before completion of 75 percent of the period of instruction, then student is assessed a pro rata portion of tuition, fees and all other charges plus 25 percent of the total program cost (25 percent not to exceed \$100). Any notice of cancellation shall be acknowledged in writing within ten (10) business days of receipt of such notice and all refunds shall be forwarded to the student within 30 business days of receipt of such notice. This refund policy is not linked to any student conduct policy and any promissory instrument shall not be negotiated prior to the completion of 50 percent of the course. Written notice of cancellation shall take place on the date the letter of cancellation is postmarked or, in the case where the notice is hand carried, it shall occur on the date the notice is delivered to Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul. The date of execution of the enrollment agreement shall be presumed to be the date of delivery of the notice of acceptance, and if delivered by mail, the postmark dates of the letter of acceptance.

The pro rata portion of tuition and fees will be determined by using the percentage of total scheduled classes during the period between the first day of class and last date of attendance and the total scheduled program classes. Students who complete at least 75 percent of the scheduled program classes will not be entitled to refunds. Any monies due applicants or students will be refunded within 30 business days of cancellation, failure to appear on or before the first day of class, withdrawal or termination. If a student has financed all or part of the program with a third party or government funds, refunds will be paid or credited to the student's account. Refund computations will be based on the last date of attendance. If students do not return following a leave of absence on the date indicated in the written request, refunds will be made within 30 days from the end of the leave of absence. There are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then later withdraws or is dismissed from the institution.

Refund Schedule

0%-74.99% = Prorated % refund based on Last Date of Attendance

75%+ = 0% refund

Refund Policy for Wisconsin Residents attending Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Refunds are made for students who withdraw or are withdrawn from Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul prior to the completion of their program and are based on the tuition billed for the block in which the Student withdraws, according to the schedule set forth below. Refunds will be based on the total charge incurred by the Student at the time of withdrawal, not the amount the Student has actually paid. Tuition and fees attributable to any block beyond the block of withdrawal will be refunded in full. Uniforms that have been issued are nonrefundable. Le Cordon Bleu College of Culinary Arts Minneapolis/St. Paul will honor any notice of withdrawal that includes

but is not limited to completing a student withdrawal form with the Registrar, other written notice, or verbally communicating the student's intent to withdraw. The date from which refunds will be determined is the last date of recorded attendance. Refunds will be made within 30 calendar days of the notification of an official withdrawal or date of determination of withdrawal by the institution. If a student gives written notice of cancellation after the start of the period of instruction for which the student has been charged, but before completion of 75 percent of the period of instruction, then student is assessed a pro rata portion of tuition, fees and all other charges plus 25 percent of the total program cost (25 percent not to exceed \$100). Students by virtue of attending classes in a Minnesota school are also subject to the Minnesota Refund Policy as long as that policy is more favorable to the student. There are no refunds on books and/or supplies provided to the student, or fees charged for any student who starts classes at the College and then later withdrawals.

In addition, there are no refunds on books and/ or supplies provided to the student, or fees charged for any student who starts classes at the College and then is later dismissed for any reason.

Refund Schedule

- 0 - 10% = 90%
- 10.01% - 20% = 80%
- 20.01% - 30% = 70%
- 30.01% - 40% = 60%
- 40.01% - 50% = 50%
- 50.01% - 60% = 40%
- 60.01% - 100% = 0%

For the Le Cordon Bleu campuses in: Portland, Seattle

Cancellation/Refund Policy

Le Cordon Bleu College of Culinary Arts is required by Oregon and Washington law to use and print the policy below:

1. If an applicant is not accepted, all monies paid by the applicant will be refunded.

2. An applicant or student may terminate enrollment by giving written notice to the school.
3. If termination occurs within five (5) business days of enrollment and prior to student attendance, all monies paid shall be refunded less any direct charges for books and supplies not returned or returnable to Le Cordon Bleu College of Culinary Arts. If termination occurs after five (5) business days of enrollment and prior to student attendance all monies paid shall be refunded with the exception of the application fee and less any direct charges for books and supplies not returned or returnable to Le Cordon Bleu College of Culinary Arts.
4. Students who have not visited the school can withdraw without penalty within three (3) days of:
 - a. Regularly scheduled orientation, or
 - b. a tour of the facilities and equipment.
5. In the event that a student shall terminate his/her attendance prior to his/her scheduled completion date, the student shall in no case be obligated for more tuition payments than listed in this section. The policy shall apply to all terminations, for any reason, by either party. In all cases the refund will be calculated from the last date of attendance.
6. Le Cordon Bleu College of Culinary Arts reserves the right to cancel or reschedule a starting class if the number of students enrolled is deemed insufficient. Le Cordon Bleu College of Culinary Arts will consider such cancellation a rejection and all monies paid by the student will be refunded.
7. If termination occurs more than five (5) business days after enrollment or after student attendance, the student who withdraws from the program is only obligated for the days attended within a payment period. A payment period at Le Cordon Bleu College of Culinary Arts is approximately 15 days in length (except

for a final billing period that represents the remainder of the program and may be significantly shorter). The student will be refunded the pro-rata share of the tuition charged for the payment period based on the days not attended within the payment period. There are no refunds on books and/ or supplies provided to the student, or fees charged for any student who starts classes at the College and then later withdrawals. In addition, there are no refunds on books and/ or supplies provided to the student, or fees charged for any student who starts classes at the College and then is later dismissed for any reason.

Portland: Refund Schedule

Based on days attended in the payment period. Pro-rata refund up to 100%.

Seattle: Refund Schedule

If the student completes this amount of training: The school may keep this percentage of the tuition cost:

- One week or up to 10%, whichever is less 10%
- More than one week or 10% whichever is less but less than 25%
- 25% through 50%
- More than 50%

Le Cordon Bleu College of Culinary Arts in Scottsdale/Online Programs

Refund Policy for Iowa and Alabama Residents Only

In the event that a student withdraws or is dismissed from all classes during the quarter, a pro rata refund will be made on all unearned tuition which will be based on the student's last date of recorded attendance, divided by the total days in the University's quarter. Hypothetical Refund Example: At the time of the last day of recorded attendance, the student has been charged \$3,000 in tuition for the quarter, and has attended 28 of the total 70 days (42 days remaining in the quarter). Tuition charges will be reduced by \$1,800 (42/70 times \$3000). The student is responsible for \$1200.



Refund Policy for Wisconsin Residents only

Refunds are made for students who withdraw or are withdrawn from the College prior to the completion of their program and are based on the tuition billed for the payment period in which the student withdraws. A payment period will vary in length based on the program. Please see your Financial Aid Office for details. Refunds will be based on the total charge incurred by the Student at the time of withdrawal, not the amount the Student has actually paid. Tuition and fees attributable to any payment period beyond the payment period of withdrawal will be refunded in full. When a student withdraws from the institution, he/she should complete a Student Withdrawal Form with the Student Services Department. Financial aid recipients should also visit the Financial Aid Office to receive an exit interview. The date from which refunds will be determined is the last date of recorded attendance. Cash refunds will be made within 15 calendar days and all other refunds will be made within 30 calendar days of the notification of an official withdrawal or date of determination of withdrawal by the College. If withdrawal occurs, a pro rata amount will be refunded up to 60% of the payment period. At 61% or above, there will be no tuition refund. In the event that a student withdraws or is dismissed from all classes during the quarter, refunds of the tuition and fees will be calculated according to the following schedule:

% of Payment Period Completed	% of Tuition Amount Per Payment Period Adjusted
1st Week of the Program	100%
1 – 10%	90%
11 – 20%	80%
21 – 30%	70%
31 – 40%	60%
41 – 50%	50%
51 – 60%	40%
61% – 100%	No Adjustment

RETURN OF TITLE IV FUNDS

A recipient of federal Title IV financial aid who withdraws or is dismissed from school during a payment period or period of enrollment in which the student began attendance will have the amount of Title IV funds they did not earn calculated according to federal regulations. This calculation will be based on the student’s last date of attendance and the date the school determines that the student has withdrawn from school (see withdrawal policy), or the date of dismissal for a student who is dismissed by the institution.

The period of time in which Title IV financial aid is earned for a payment period or period of enrollment is the number of calendar days the student has been enrolled for the payment period or period of enrollment up to the day the student withdrew, divided by the total calendar days in the payment period or period of enrollment. The percentage is multiplied by the amount of Title IV financial aid for the payment period or period of enrollment for which the Title IV financial aid was awarded to determine the amount of Title IV financial aid earned. The amount of Title IV financial aid that has not been earned for the payment period or period of enrollment, and must be returned, is the complement of the amount earned. The amount of Title IV financial aid earned and the amount of the Title IV financial aid not earned will be calculated based on the amount of Title IV financial aid that was disbursed for the payment period or period of enrollment upon which the calculation was based. A student will have earned 100% of the Title IV financial aid disbursed for the payment period or period of enrollment if the student withdrew after completing more than 60% of the payment period or period of enrollment.

The U.S. Department of Education regulations indicate that it is not sufficient for a student to simply log in to an on-line class to demonstrate “academic attendance and thus trigger either initial attendance and financial aid eligibility or an LDA (Last Date of Attendance) for purposes of R2T4 (Return of Title IV Aid) calculations. On-line programs must use very specific means to document

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that a student participated in class or was otherwise engaged in an academically-related activity, such as; submit an assignment, take a quiz, contribute to an on-line discussion and in some cases post to an on-line gallery. For R2T4 purposes in a term based program with modules, a student is considered to have withdrawn, IF they do not complete all of the days they were scheduled to complete in the payment period or period of enrollment.

Schools are required to determine Title IV funds that must be refunded based upon the percentage of the payment period completed prior to withdrawing. Title IV funds must be returned to the program based upon a tuition refund or if the student received an overpayment based upon costs not incurred but for which Title IV was received.

Once the amount of Title IV financial aid that was not earned has been calculated, federal regulations require that the school return Title IV funds disbursed for the payment period or period of enrollment and used for institutional costs in the following order:

1. Loans
 - a. Unsubsidized Federal Direct Stafford Loans.
 - b. Subsidized Federal Direct Stafford Loans.
 - c. Federal Direct PLUS loans received on behalf of the student.
2. Federal Pell Grants.
3. Federal SEOG.
4. Other grants or loan assistance authorized by Title IV of the HEA.

If the amount of unearned Title IV financial aid disbursed exceeds the amount that is returned by the school, then the student (or parent, if a Federal Parent-PLUS Loan) must return or repay, as appropriate, the remaining grant and loan funds. The student (or parent, if a Federal Parent-PLUS Loan) will be notified of the amount that must be returned or paid back, as appropriate.

WITHDRAWAL DATE

The withdrawal date used to determine when the student is no longer enrolled at

Le Cordon Bleu College of Culinary Arts is the date indicated in written communication by the student to the Admissions office. If a student does not submit written notification, the school will determine the student's withdrawal date based upon federal regulations and institutional records.

For Federal student loan reporting purposes, the student's last date of attendance will be reported as the effective date of withdrawal for both official withdrawals and those who do not complete the official withdrawal process.

Please note that the above policy may result in a reduction in school charges that is less than the amount of Title IV financial aid that must be returned. Therefore, the student may have an outstanding balance due the school that is greater than that which was owed prior to withdrawal.

STUDENT TUITION RECOVERY FUND (STRF) DISCLOSURES

For the Le Cordon Bleu campuses in:

Los Angeles, Sacramento and San Francisco

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.



ACADEMIC INFORMATION

DEFINITION OF A GRADING PERIOD

A grading period is defined as two (2)-six week modules.

UNIT OF CREDIT

The quarter credit hour is the unit of academic measurement used by Le Cordon Bleu College of Culinary Arts. A minimum of 10 lecture hours of not less than 50 minutes each plus outside reading and/or preparation; 20 laboratory hours; or 30 externship hours; or an appropriate combination of all three constitutes one quarter credit hour.

DEFINITION OF A CREDIT HOUR

The institution awards quarter credit hours to reflect the successful completion of predetermined course learning objectives and requirements. A quarter credit hour represents an institutionally established equivalency of work or learning corresponding to intended learning outcomes and verified by evidence of student achievement. The institution has established equivalencies that reasonably approximate expected learning outcomes resulting from the following time commitments:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 10 - 12 weeks, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

ENROLLMENT STATUS

To be consistent with the U.S. Department of Education guidelines, Le Cordon Bleu College of Culinary Arts has defined a full-time student as someone enrolled in 36 Quarter Credit hours per academic year. A student's enrollment status for a term or payment

period is based on the Quarter Credit hours enrolled in the term or payment period divided by the number of Quarter Credit hours required for full-time status in the term or payment period.

TRANSFER OF CREDIT TO LE CORDON BLEU

Students who previously attended an accredited College or University recognized by the U.S. Department of Education may be granted transfer credit, at the sole discretion of Le Cordon Bleu College of Culinary Arts. Courses taken at the previous institution must be determined by Le Cordon Bleu College of Culinary Arts to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts. In addition, Le Cordon Bleu College of Culinary Arts must determine that those courses are applicable to their program of study at Le Cordon Bleu College of Culinary Arts. Only courses in which the student earned a grade of 'C' or above will be considered for transfer. Students seeking to transfer credit are responsible for having official transcripts forwarded to Le Cordon Bleu College of Culinary Arts for review. Students may also be required to submit a school catalog. Students must petition for transfer credit with the Associate Registrar as soon as possible after admission. It is recommended that all prior coursework be submitted prior to matriculation, but no later than the end of registration for the student's first block of study. Students who receive transfer credit will have the program tuition charge pro-rated based upon the remaining number of credits the student must earn in order to graduate. The Business Office will make the appropriate tuition adjustment.

For the Le Cordon Bleu campuses in: Portland

Transfer credit integral to the school's approved degree curriculum may be awarded at the corresponding degree level for academic work documented by other

schools that are regionally accredited, authorized to confer degrees in or from Oregon, or otherwise individually or categorically approved by the Office of Degree Authorization. Such credit must be converted as needed from semester, quarter or nontraditional calendar systems.

Transfer of credit is always at the discretion of the receiving school, generally depends on comparability of curricula, and may depend on comparability of accreditation.

TRANSFER OF CREDIT TO OTHER SCHOOLS

Le Cordon Bleu College of Culinary Arts does not imply or guarantee that credits completed at Le Cordon Bleu College of Culinary Arts will be accepted by or transferable to any other college, university, or institution, and it should not be assumed that any credits for any courses described in this catalog can be transferred to another institution. Each institution has its own policies governing the acceptance of credit from other institutions such as Le Cordon Bleu College of Culinary Arts. Students seeking to transfer credits earned at Le Cordon Bleu College of Culinary Arts to another institution should contact the other institution to which they seek admission to inquire as to that institution's policies on credit transfer.

For the Le Cordon Bleu Campuses in: Los Angeles, San Francisco, Sacramento

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

The transferability of credits you earn at Le Cordon Bleu College of Culinary Arts is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma or certificate you earn in your program listed on page one of the Enrollment Agreement is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, diploma or certificate that you earn at Le Cordon Bleu College of Culinary Arts are not accepted at

the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Le Cordon Bleu College of Culinary Arts to determine if your credits, degree, diploma or certificate will transfer.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco

Transfer of Credit to Le Cordon Bleu College of Culinary Arts

Students who previously attended an accredited college or university recognized by the U.S. Department of Education may be granted transfer credit, at the sole discretion of Le Cordon Bleu College of Culinary Arts. Courses taken at the previous institution must be determined by or Le Cordon Bleu College of Culinary Arts to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts. In addition, Le Cordon Bleu College of Culinary Arts must determine that those courses are applicable to their program of study at Le Cordon Bleu College of Culinary Arts. Only courses in which the student earned a grade of 'C' or above will be considered for transfer. Students seeking to transfer credit are responsible for having official transcripts forwarded to or Le Cordon Bleu College of Culinary Arts for review. Students may also be required to submit a school catalog.

Students must petition for transfer credit with the Associate Registrar as soon as possible after admission. It is recommended that all prior coursework be submitted prior to matriculation, but no later than the end of registration for the student's first block of study.

Students who receive transfer credit will have the program tuition charge prorated based upon the remaining number of credits the student must earn in order to graduate. The Business Office will make the appropriate tuition adjustment.

RESIDENCY

Students are required to earn a minimum of 50 percent of their credits in residence at Le Cordon Bleu College of Culinary Arts. Students transferring from another Le Cordon Bleu College of Culinary Arts campus in North America may be allowed to carry in more program credits at the discretion of the Director of Education but would be required to earn a minimum of 25 percent of their credits in residence.

ATTENDANCE

Regular classroom attendance is not only an essential ingredient for academic achievement, but is also a fundamental building block for success in the hospitality industry after graduation. As part of the course requirements, students must attend at least 80 percent of the scheduled time for each course in order to achieve satisfactory attendance. Students in any of the externship courses are required to complete all scheduled hours and record attendance throughout the scheduled course to achieve satisfactory attendance. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Absences will include tardiness or early departures. Students who are not in attendance for any portion of a class will accrue time absent calculated in percentage increments of 25, 50, or 100 percent of the class period as reflected on each daily roster. Students who have been absent from all their scheduled classes for more than 21 consecutive calendar days, not including scheduled College/Academy holidays or breaks, and/or students who officially withdraw from all current courses will be administratively withdrawn from the College/Academy.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Attendance – Distance Education Programs

Regular attendance is not only an essential ingredient for academic achievement, but is also a fundamental building block for success while in the online environment. The programs are accelerated and information missed may

directly affect the student's grades. A student is encouraged to attend within the first three days of the start of a module. Thereafter the student must regularly participate in class by engaging in an academically-related activity, such as contributing to an online discussion or submitting an assignment. Students must log into each of their classes at a minimum of once per week. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Students who have been absent from all their scheduled classes for more than 21 consecutive calendar days, not including scheduled holidays or breaks, and/or students who officially withdraw from all current courses will be administratively withdrawn from the college.

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Los Angeles, Miami, Minneapolis/St. Paul, Orlando, Portland, Sacramento, San Francisco, Scottsdale, Seattle, St. Louis

Make-up Policy

Le Cordon Bleu College of Culinary Arts encourages every student to attend all educational activities. If a student is unable to attend scheduled activities for any reason the following policy applies: with Lead Instructor or Director of Education Approval it is at the discretion of the instructor; to give the original work or any modified work for any missed projects, practical work, or exams. The scheduling of the make-up work is at the discretion of the instructor based on his/ her availability. It is the student's responsibility to seek out the instructor to make up missed work.

Excused absences are those that are documented cases of jury duty, illness, family medical care, military duty. "Documented" means the student must produce documentation—a jury duty summons, doctor's note or copy of military orders.

- Students with an excused absences resulting in a missed quiz, test, practical or oral presentation will be given the opportunity to take a make-up version of the assignment/s at the instructor's earliest



GRADE SCALE

Letter Code	Description	Included in Credits Earned	Included in Credits Attempted	Included in CGPA	Quality Points
A	A	Yes	Yes	Yes	4.00
B	B	Yes	Yes	Yes	3.00
C	C	Yes	Yes	Yes	2.00
D	D	Yes	Yes	Yes	1.00
F	F	No	Yes	Yes	0.00
I	Incomplete	No	Yes	No	n/a
W	Withdrawn	No	Yes	No	n/a
AU	Audit	No	No	No	n/a
P	Pass	Yes	Yes	No	n/a
TC	Transfer	Yes	Yes	No	n/a
PR	Proficiency Credit	Yes	Yes	No	n/a
L	Leave of Absence	No	No	No	n/a

convenience for up to 100% of the possible points. Students with an un-excused absence resulting in a missed quiz, practical or oral presentation will be given the opportunity to take a make-up version of the assignment/s at the instructor's earliest convenience for up to 65% of the possible point.

Le Cordon Bleu College of Culinary Arts in Scottsdale/Online Programs

Late Work Policy

Students must submit all assignments prior to the scheduled completion of the class. No late assignments will be accepted for any work turned in after the stated due date. If there is a legitimate reason, refer to the Make Up work section of the syllabi. Acceptance of late work is at the discretion of the Instructor. All assignments will receive a grade on a Percentage/ Point System.

GRADING SYSTEM

Grade reports are available to students online through the Student Portal at the completion of each (module,). Course grades are based on the quality of work as shown by written tests, laboratory work, papers, and projects as indicated on the course syllabus. Earned quality points are calculated for each course by multiplying the quality point value for the grade received for the course times the credit

hour value of the course. For example, a 4.0 credit course with a grade of 'B' would earn 12.0 quality points [credit value of course (4) times quality point value of 'B' (3)]. The Cumulative Grade Point Average (CGPA) is calculated by dividing the total earned quality points by the total credits completed.

APPLICATION OF GRADES AND CREDITS

The grade chart above describes the impact of each grade on the student's academic progress. For calculating rate of progress, grades of 'F' (failure) and, 'W' (withdrawn are counted as hours attempted, but are not counted as hours successfully completed). Students who wish to withdraw from a course at any time need to fill out a Course Withdrawal Form available in the Registrar's office. Courses the student officially drops before the third course meeting will have no record of the course on their transcript. A 'W' Grade indicates that a student has been withdrawn from a course. Students who withdraw from a course during the add/drop period will be unregistered from the course. Students who withdraw from a course after the add/drop period but before the last calendar week of the scheduled course will receive a grade of 'W'. Students who withdraw during the last scheduled calendar week of the class, and have a date of attendance (LDA)

for the class during the last calendar week of the scheduled course, will receive the grade earned calculated as a final grade. A Course Withdrawal Form or Withdrawal Routing Spreadsheet is completed by campus officials when awarding 'W' Grades.

'W' Grades are also awarded when students do not complete externship courses within a school's designated grading period; when students do not successfully meet course attendance requirements; and when students do not return to school from a leave of absence. Please refer to the individual Externship Management, Attendance, and Leave Of Absence policies for details.

The student must repeat any required course in which a grade of 'F' or 'W' is received. Students will only be allowed to repeat courses in which they received a 'D' or below, if their CGPA is <2.0 before going out on Externship or <2.0 by the time they complete the program and cannot graduate, or with Director of Education Approval. In the case of a 'D' or 'F', the better of the two grades is calculated into the CGPA. The lower grade will include a double asterisk indicating that the course has been repeated. Both original and repeated credits will be counted as attempted credits in rate of progress calculations. Federal financial aid may only be used for one repeat of a previously passed course.

A fee will be charged to repeat a class (see addendum for details).

To receive an Incomplete ('I') grade, the student must petition the course Instructor to receive an extension to complete the required coursework. The Instructor must approve the request within three business days of the student's written request, but no later than the last day of class. The student must be satisfactorily passing the course at the time of petition. Should a student fail to complete the unfulfilled coursework requirements within 14 calendar days from the start of the subsequent grading period, the Incomplete grade will be converted to the grade the student earned in the class, inclusive of '0' points for the incomplete work.

A student who disagrees with a grade he or she has received should contact the course instructor immediately to discuss the concern. If the dispute is unresolved, the student must submit a written appeal within 14 calendar days from the end of the grading period to the campus Director of Education. The student's appeal must include the reason he or she is appealing the grade and must be signed and dated. The student must also provide documentation supporting the appeal (if applicable) with the written request. A decision regarding the appeal will be made within five business days of receipt. Students will be notified in writing of the decision.

'TC' and 'PR' credits are included in the maximum timeframe in which to complete and the rate of progress calculation, but are not counted in the CGPA.

PROFICIENCY CREDIT

Proficiency credit, recorded as 'PR' on the transcript, may be granted in certain core courses if the student has completed previous coursework at another Le Cordon Bleu North America or International location at the sole discretion of Le Cordon Bleu College of Culinary Arts. PR Credit is also granted for College Success if student completed and associate degree or higher at an accredited postsecondary institution. Courses taken at the previous institution must be determined by Le Cordon Bleu College of Culinary Arts to be sufficiently equivalent to courses offered at Le Cordon Bleu College of Culinary Arts. Students should submit documentation of previous coursework to the Associate Registrar for evaluation prior to the end of the first academic module.

National Proficiency Exams

Proficiency credit, recorded as 'PR' on the transcript, for certain courses may be granted to students who achieve acceptable scores on specific nationally recognized exams such as CLEP, Advanced Placement (AP), and DANTES. The American Council on Education (ACE) recommendations are used when awarding CLEP or DANTES credit. Credit for AP coursework is based solely upon the student's

performance on the national examination administered by the College Board. A score of three (3) or better on the AP examination is required for proficiency credit.

AUDITING A COURSE

If space permits, a graduate may audit any course within his/her program of study. With consent from the Director of Education, current students may audit a class outside of their program of study if space permits and if taken concurrently with a program course. Students auditing courses are expected to fully participate in the course and class attendance is required. Tuition for auditing a course is waived for graduates of the College/Academy. Current students taking a course outside of their program will pay tuition at the current rate for the course they audit. Students may be required to purchase tools, textbooks, uniforms, etc. for the audited course. Financial aid is not applicable. Courses students audit will be reflected with an 'AU' grade on the transcript.

NON-DEGREE SEEKING STUDENTS

In select cases as allowed by Le Cordon Bleu College of Culinary Arts, a graduate or enrolled student may be allowed to take a course outside of a program of study subject to space and prerequisite allowances. A student enrolled outside of a specific program is considered to be a non-degree seeking student. Non-degree seeking students are subject to campus policies and attendance is required. Students auditing a course as graduates or current students are subject to audit restrictions described in the catalog. Enrolled students taking the course as a prerequisite for matriculation to a program will be subject to the grading scale for the course and will be subject to tuition at the current rate for the course they are auditing. Students or graduates may be required to purchase tools, textbooks, uniforms, etc. for the audited course. Financial aid is not applicable.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

All students must maintain satisfactory academic progress in order to remain enrolled at the school. Addendum 2, SAP

academic progress must be maintained in order to maintain eligibility to receive financial assistance (e.g., federal and state aid). Satisfactory academic progress is determined by measuring the student's cumulative grade point average (CGPA) and the student's rate of progress toward completion of the academic program at the end of each 12-week block. These are outlined below.

CUMULATIVE GRADE POINT AVERAGE (CGPA) REQUIREMENTS

Students must meet minimum CGPA requirements at specific points throughout the program in order to be considered making satisfactory academic progress. These requirements are noted in the tables below. These will be reviewed at the end of each 12-week block after grades have been posted to determine if the student's CGPA is in compliance. Once the student reaches a review point, the minimum CGPA for that level must be maintained until the next level of review.

CERTIFICATE/DIPLOMA PROGRAMS		
Programs Greater than 55 Credits		
Credits Attempted	ROP	CGPA
0-26	60%	1.5
27+	66.67%	2.0
Programs Less than 55 Credits		
Credits Attempted	ROP	CGPA
0-17	60%	1.5
18+	66.67%	2.0

ASSOCIATE PROGRAMS		
Quarter Hours		
Credits Attempted	ROP	CGPA
0-15	50%	1.6
16-30	55%	1.75
31-45	60%	1.9
46+	66.67%	2.0



Programs

(except Minneapolis/St. Paul Campus)

	Maximum Allowable Credits
Certificate/Diploma in Le Cordon Bleu Culinary Arts	82
Certificate/Diploma in Le Cordon Bleu Pâtisserie and Baking	82
Associate of Occupational Studies/Science in Le Cordon Bleu Culinary Arts	160
Associate of Occupational Studies/Science in Le Cordon Bleu Pâtisserie and Baking	159
Associate in Science in Le Cordon Bleu Culinary Arts	160
Associate in Science in Le Cordon Bleu Pâtisserie and Baking	159
Associate of Applied Science in Le Cordon Bleu Culinary Arts	160
Associate of Applied Science in Le Cordon Bleu Pâtisserie and Baking	159
Associate of Occupational Studies in Le Cordon Bleu Hospitality and Restaurant Management	142
Associate of Occupational Studies in Le Cordon Bleu Culinary Operations	148
Bachelor of Arts in Le Cordon Bleu Culinary Management	270

Programs at the Minneapolis/St. Paul Campus

	Maximum Allowable Credits
Certificate in Le Cordon Bleu Culinary Arts	82
Certificate in Le Cordon Bleu Pâtisserie and Baking	82
Associate in Applied Science in Le Cordon Bleu Pâtisserie and Baking	168

BACHELOR'S PROGRAMS		
Quarter Hours		
Credits Attempted	ROP	CGPA
0-30	50%	1.6
31-60	55%	1.75
61-90	60%	1.9
91+	66.67%	2.0

RATE OF PROGRESS (ROP) TOWARD COMPLETION REQUIREMENTS

In addition to the CGPA requirements, a student must maintain the minimum rate of progress percentage requirement in order to be considered to be making satisfactory academic progress. Credits attempted are defined as those credits required in the students program of study including credits that were transferred from other approved institutions and proficiency credits earned. As with the determination of CGPA, the completion requirements will be reviewed at the end of each 12-week block after grades have been posted to determine if the student is progressing satisfactorily.

MAXIMUM TIME IN WHICH TO COMPLETE

A student is not allowed to attempt more than 1.5 times, or 150%, of the number of credits in their program of study. The requirements for rate of progress are to assure that students are progressing at a rate at which they will complete their programs within the maximum timeframe.

HOW TRANSFER CREDIT AND CHANGE OF PROGRAM AFFECT SAP

Credit that has been transferred into the institution by the student is included in the Rate of Progress calculation; however has no effect on the grade point average requirement for SAP. Transfer credit is also considered when computing the maximum timeframe allowed for a program of study. For example, a student transfers from institution A to institution B. The student is able to transfer 30 credits earned at institution A into a program at institution B. The program requires 180 credits to graduate. Thus, the maximum timeframe for this student's new program at institution B will

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be one-and-a-half times (150%) x 180 = 270 credits. The 30 transfer hours will be added to the attempted and earned hours when the maximum timeframe and rate of progress is being calculated.

When a student elects to change a program or enroll in a higher credential at Le Cordon Bleu College of Culinary Arts the student's earned credits and grades will be transferred into the new program as applicable, including transfer credit. Credits earned at the school in the original program of study that apply to the new program of study will be used when computing grade point average, rate of progress and maximum timeframe. Transfer credits from another institution that are applicable to the new program of study will not be calculated in the grade point average but will be considered as credits attempted and earned in the maximum timeframe and rate of progress calculations. For example, a student transfers from program A to program B. The student is able to transfer 30 external credits and 10 credits earned in program A into program B. Program B requires 180 credits to graduate. Thus, the maximum timeframe for this student's new program will be one and half times (150%) x 180 = 270 credits. The 30 external transfer hours will be added to the attempted and earned hours when the maximum timeframe and rate of progress are being calculated. The 10 credits earned in program A will be included in the grade point average calculation as well as the maximum timeframe and rate of progress calculation.

WARNING AND PROBATIONARY PERIODS FOR STUDENTS RECEIVING/ NOT RECEIVING FINANCIAL AID

At the end of each 12-week block, after grades have been posted, each student's CGPA and rate of progress is reviewed to determine whether the student is meeting the above requirements.

- A student will be placed on FA Warning immediately after the first block in which the CGPA or the rate of progress falls below the values specified in the tables above. At the end of the next block, the student will be removed from FA Warning and returned

to SAP Met Status if the minimum standards are met or exceeded.

- A student who continues to fall below the specified values will be required to successfully appeal in order to maintain eligibility for financial assistance under a FA Probation status.
- A student who successfully appeals and is on FA Probation will be evaluated at the end of the second block of monitoring. A student who meets or exceeds the minimum standards will be removed from FA Probation and returned to a SAP Met status. The minimum CGPA and rate of progress requirements are not met at the time of evaluation; the student will be placed of FA Dismissal Status and will be dismissed from school.

If at any point it can be determined that it is mathematically impossible for a student to meet the minimum requirements, the student will be dismissed from the school.

Notification of academic dismissal will be in writing. The Code of Conduct Policy section of this catalog describes other circumstances that could lead to student dismissal for non-academic reasons. A tuition refund may be due in accordance with the institution's stated refund policy. During the period of FA Warning, which lasts for one payment period only, the student may continue to receive financial aid. During a period of FA Probation, if an appeal is accepted by the institution, the student may also continue to receive financial aid.

A student on FA Warning and FA Probation must participate in academic advising as deemed necessary by the institution as a condition of academic monitoring. A student who fails to comply with these requirements may be subject to dismissal even though their CGPA or rate of progress may be above the dismissal levels.

APPEAL

A student who has been placed on FA Probation may appeal the determination if special or mitigating circumstances exist. Any appeal must be in writing and must be

submitted to the Academic Review Committee within 5 days of receiving notification of his/her dismissal. The student must explain what type of circumstances contributed to the academic problem and what action is being implemented to overcome the mitigating circumstance in the future. The decision of the Academic Review Committee is final and may not be further appealed. For the appeal of non-academic dismissals, please refer to the grievance policy within this catalog.

REINSTATEMENT

A student who was previously academically dismissed may apply for reinstatement to the institution by submitting a written appeal to the Appeals Committee. The appeal should be in the form of a letter explaining the reasons why the student should be readmitted. The decision regarding readmission will be based upon factors such as grades, attendance, student account balance, conduct, and the student's commitment to complete the program. Dismissed students who are readmitted will sign a new Enrollment Agreement, will be charged tuition consistent with the existing published rate, and financial aid may be available to those who qualify.

ADD/DROP PERIOD

Within the add/drop period students are allowed to make modifications to their schedules without incurring any academic or financial penalty. The add/drop period of each module is five (5) business days.

ONLINE PROGRAMS

During the start of each session, students are allowed to make modifications to their schedules without incurring any academic or financial penalty. Students may add courses through the fourth day or drop courses through the seventh day. No record of the dropped course(s) will be recorded on the transcript. Requests to drop or add a course during scheduled office hours may be facilitated in person or via e-mail or voicemail with the Office of the Associate Registrar. Requests outside of regularly scheduled office hours must be submitted via e-mail or voicemail to the Associate Registrar. Lack of

attendance does not constitute a dropped course. Nonattendance in a course, by the end of the add/drop period, may result in the student being unregistered from the course. Any change in enrollment status may impact financial aid eligibility. Students are responsible for coursework missed during the add/drop period.

GRADUATION REQUIREMENTS

In order to graduate, a student must have earned a minimum of a 2.0 CGPA and must have successfully completed all required credits within the maximum credits that may be attempted. Students must also be current on all financial obligations in order to receive official final transcripts and/or diploma.

Academic Honors

Academic honors are a formal recognition of academic achievement in a particular academic progress period (herein identified as "block") or upon graduation from an undergraduate program of study. Graduation honor status is noted on the student's transcript.

Block Honors

A student achieving a block grade point average (GPA) of 3.5 – 4.0 is recognized by the institution as receiving honors. To be eligible for honors status, a student must be enrolled in classes applicable toward graduation at least on a half-time basis. Non-degree seeking students are not eligible for academic honors. The following indicates the various block honors categories and their requirements:

President's List	4.00	Block GPA
Honor Roll	3.50 – 3.99	Block GPA

Graduation Honors

A graduate from a baccalaureate program who has a cumulative grade point average (CGPA) of at least 3.50 is eligible to receive Latin Honors:

Summa Cum Laude	3.90 – 4.00	CGPA
Magna Cum Laude	3.70 – 3.89	CGPA
Cum Laude	3.50 – 3.69	CGPA



A graduate from an associate, diploma or certificate program that has a cumulative grade point average (CGPA) of at least 3.50 is eligible to graduate with Honors:

High Honors	3.75 – 4.00	CGPA
Honors	3.50 – 3.74	CGPA

GRADUATION DOCUMENTS

For Le Cordon Bleu College of Culinary Arts in: Atlanta, Minneapolis/St. Paul, Sacramento, Seattle, St. Louis

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts

Associate of Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

For Le Cordon Bleu College of Culinary Arts in: Las Vegas, Portland, San Francisco

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

For Le Cordon Bleu College of Culinary Arts in: Los Angeles

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking **For Le Cordon Bleu College of Culinary Arts in: Miami, Orlando**

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

For Le Cordon Bleu College of Culinary Arts in: Scottsdale

Le Cordon Bleu Diplôme in Culinary Arts

Le Cordon Bleu Diplôme in Pâtisserie and Baking

Le Cordon Bleu Diplôme in Hospitality & Restaurant Management

Bachelor of Arts Degree in Le Cordon Bleu Culinary Management

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Pâtisserie and Baking

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Operations

Associate of Occupational Studies Degree in Le Cordon Bleu Hospitality & Restaurant Management

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

LEAVE OF ABSENCE

For the Le Cordon Bleu campuses in: Atlanta, Los Angeles, Minneapolis/St. Paul, Orlando, Portland, Sacramento, Seattle, St. Louis

An approved Leave of Absence (LOA) is a temporary interruption in a student’s academic attendance for a specific period of time in an ongoing program.

Leave of Absence Conditions

The following conditions may be considered:

- Medical Leave (including pregnancy)
- Family Care (unexpected childcare issues or medical care of family)
- Military Duty
- Jury Duty
- Temporary Job Assignment (applies only if the student is being temporarily relocated for a job assignment as required by a current employer).

The following requirements apply:

A student may be granted a Leave of Absence (LOA) if:

- A LOA request is submitted in writing within five (5) calendar days of the student’s last date of attendance, which includes the reason for the request. If unforeseen circumstances prevent the student from providing a written request within five (5) calendar days the institution may use its discretion to grant the student’s request if the student provides the written documentation validating the unforeseen circumstances by the last day of the school’s attendance policy.
- Students may request multiple LOAs, but the total number of days the student remains on LOA may not exceed 180 days during a consecutive 12-month timeframe. Failure to return from an approved leave of absence will result in withdrawal from the school, may have an impact on aid, loan repayment and exhaustion of the loan grace

period. Students in a LOA status may not receive further financial aid disbursements until returning to active status. Contact the financial aid office for more information about the impact of a LOA on financial aid.

LEAVE OF ABSENCE

**For the Le Cordon Bleu campuses in:
Las Vegas, Miami, San Francisco, Scottsdale**

An approved Leave of Absence (LOA) is a temporary interruption in a student's academic attendance for a specific period of time in an ongoing program.

Leave of Absence Conditions

The following conditions may be considered:

- Medical Leave (including pregnancy)
- Family Care (unexpected childcare issues or medical care of family)
- Military Duty
- Jury Duty

The following requirements apply:

A student may be granted a Leave of Absence (LOA) if:

- A LOA request is submitted in writing within five (5) calendar days of the student's last date of attendance, which includes the reason for the request.
- Students may request multiple LOAs, but the total number of days the student remains on LOA may not exceed 180 days during a consecutive 12-month timeframe.

Failure to return from an approved leave of absence will result in withdrawal from the school, may have an impact on aid, loan repayment and exhaustion of the loan grace period. Students in a LOA status may not receive further financial aid disbursements until returning to active status. Contact the financial aid office for more information about the impact of a LOA on financial aid.



STUDENT SERVICES INFORMATION

ACADEMIC ASSISTANCE

Students seek help and advice during their education for many reasons. At Le Cordon Bleu College of Culinary Arts, the student comes first. Every effort is made to develop a relationship with the student body so individuals feel comfortable in requesting and receiving assistance. The Director of Education is responsible for providing academic assistance and should be consulted when assistance is desired. Referrals to outside agencies may also be provided as needed. The administrative staff and the faculty are also available for advising assistance.

CAREER SERVICES

During the admissions interview, prospective students are advised of the many career paths that are available to them upon graduation. The Admissions Representatives assist students in assessing their talents and discuss the motivation necessary to achieve their career goals.

Students enrolled in Le Cordon Bleu College of Culinary Arts has many opportunities for part-time employment while they pursue their studies. It is important to note that this assistance is available to all students who make satisfactory academic progress. The Director of Career Services is the liaison between students and employers, serving the students by promoting Le Cordon Bleu College of Culinary Arts to prospective employers. These employers are assisted by the referral of qualified candidates from Le Cordon Bleu College of Culinary Arts.

The graduate employment assistance process intensifies as students near graduation. The Director of Career Services assists students with resume writing, interviewing skills and professional networking techniques. Students may interview both on and off campus, until they have secured an appropriate position. Externship is an important part of the learning experience, and as the last official class a student takes, the culmination of many

months of study. Students are encouraged to explore externship opportunities early and shall take an active part in the search for employment.

Examples of assistance may include, but are not limited, to contacting employers to inquire what specific skills and experience levels they are seeking, what specific job duties and schedule requirements are expected, and preferred methods of contact from the potential employee. Career Service staff will conduct a series of in class presentations on career skills topics such as resume writing, job searching techniques, and interview skills. Additionally, Career Services Staff will meet with students to ascertain skill levels and learn about initial expectations the student has for employment. The information collected is used to assist the Career Services Director and staff to help facilitate connections between students and potential employers. Le Cordon Bleu cannot guarantee employment or salary.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco

School Performance Fact Sheet

Completion and Graduate employment rates, or our "School Performance Fact Sheet", are distributed to students at the time of enrollment. All backup data to substantiate these rates is available for review in the Associate Registrar's Office and Career Services office.

EMPLOYMENT DISCLOSURE (ONLY FOR SCHOOLS WITH SPANISH-SPEAKING PROGRAMS)

Le Cordon Bleu College of Culinary Arts will provide career services assistance to its graduates but cannot guarantee job or externship placement, employment or salary. Graduates of any Le Cordon Bleu Spanish-speaking programs who are not fluent in English will likely encounter more difficulty finding employment and an externship, and/or have other employment limitations due to

the fact that most businesses require fluency in the English language.

BACKGROUND CHECKS

Agencies and institutions that accept our students for internship/externship and potential employers may conduct a criminal and/or personal background check. Students with criminal records that include felonies or misdemeanors (including those that are drug-related) or personal background issues such as bankruptcy might not be accepted by these agencies for internship/externship or employment following completion of the program. Some agencies and employers may require candidates to submit to a drug test. Employment and internship decisions are outside the control of Le Cordon Bleu College of Culinary Arts.

Le Cordon Bleu cannot guarantee employment or salary.

PLANS TO IMPROVE ACADEMIC PROGRAMS

Le Cordon Bleu College of Culinary Arts reviews its academic programs on a regular basis to ensure relevancy with current employment requirements and market needs. As deemed appropriate, Le Cordon Bleu College of Culinary Arts may change, amend, alter or modify program offerings and schedules to reflect this feedback. If you have questions about this process or any plan to improve academic programs, contact the Education Department.

CYBRARY / LIBRARY INFORMATION

Cybrary

The Cybrary is an Internet-accessible information center committed to facilitating the lifelong learning and achievement of the Career Education Corporation community. This "virtual library" contains a collection of full-text journals, books, and reference materials, links to Websites relevant to each curricular area, instructional guides for using electronic library resources and much more.

The “virtual” collection is carefully selected to support students as they advance through their programs of study and include quality, full-text, peer-reviewed articles from scholarly journals and full-text electronic books. Instructional materials for students and faculty are designed to enhance information literacy skills.

A full-time librarian located at corporate headquarters manages the Cybrary. The librarians at the various CEC colleges participate in selecting the electronic resources and Website links, and help prepare the instructional materials that are on the Website.

Students at all CEC colleges have access to the Cybrary from their campus location and from home, if they have an Internet service provider.

To access the Cybrary students may log on to their My Campus portal and access the Library Link. On this library page are links to all virtual resources as well as the information of the online librarian and a Live Chat link. Hours of operation for these services are available on the Library page of the My Campus Portal. The Cybrary is available online 24 hours per day 7 days per week. If students need assistance with their My Campus user name and password log in information they may contact the local My campus Portal Administrator at their campus or online Technical Support at portalsupport@careered.com or call 1-800-840-8968.

The hours for the campus library/resource center are posted on the Library page of the student’s My Campus Portal. These hours are:

LCB Pasadena

Monday – Thursday: 7:30 am – 8:00 pm
Fridays: 7:30 am – 6:30 pm

LCB Hollywood

Monday – Friday: 6:00 am – 9:30 pm

LCB Sacramento

Monday – Thursday: 9:00 am – 8:00 pm
Friday & Saturday: 8:30 am – 5:30 pm

LCB San Francisco

Monday – Friday: 10:00 am – 6:00 pm

Library/Resource Center

Le Cordon Bleu College of Culinary Arts maintains a Library and Resource Center (“LRC”) at the campuses which contain computers for students to access the Cybrary. The LRC is available to all students in full uniform during posted hours.

The Le Cordon Bleu College of Culinary Arts campus library provides materials to support the mission and curriculum and assists each student to attain his/her educational goals. The electronic collection includes books, an assortment of current periodicals, and videos. The library, which provides academic assistance to students, is open during posted hours.

STUDENT SERVICES

Le Cordon Bleu College of Culinary Arts welcomes students to discuss any issues or concerns with any member of the faculty or staff. Students are encouraged to discuss academic as well as job-related concerns with either the Director of Education or Director of Career Services. The staff of Le Cordon Bleu College of Culinary Arts is also available on a daily basis to assist students with financial aid, employment assistance, and academic advisement. Students are welcome on the campus any time during office hours to take advantage of the variety of services provided by Le Cordon Bleu College of Culinary Arts. Le Cordon Bleu College of Culinary Arts encourages students to network with graduates as well as instructors and peers in their classes, thus enhancing their networking opportunities in the industry.

HOUSING AND TRANSPORTATION

For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Miami, Minneapolis/ St. Paul, Orlando, Portland, Scottsdale, Seattle, St. Louis

Le Cordon Bleu College of Culinary Arts does not provide on-campus housing, but does assist students with information on area housing.

Le Cordon Bleu College of Culinary Arts in Los Angeles

Le Cordon Bleu College of Culinary Arts does not provide dormitory housing or formal housing assistance. Le Cordon Bleu College of Culinary Arts networks with local property management companies that assist students in finding adequate, affordable housing. The student is responsible for the signing of his/her lease, paying all deposits, monthly lease payments and utilities, if required. The school does not assume responsibility for student housing.

Le Cordon Bleu College of Culinary Arts in Sacramento

Le Cordon Bleu College of Culinary Arts does not assume responsibility for student housing, does not have dormitory facilities under its control, and does not offer student housing assistance.

Le Cordon Bleu College of Culinary Arts in San Francisco

Le Cordon Bleu College of Culinary uses outside, third-party vendors to assist students with off-campus housing. Although housing in the immediate area of the school may be available, the College can make no guarantee of housing while attending school. Many transportation options are available including carpooling, city bus lines that stop near campus and conveniently located public parking with bike racks.

STUDENT ORIENTATION

Prior to beginning classes at Le Cordon Bleu College of Culinary Arts, all new students attend an orientation program. Orientation facilitates a successful transition into Le Cordon Bleu College of Culinary Arts. New students are required to attend regardless of their prior college experience. At orientation, students are acquainted with the campus, the administrative staff, the faculty and their peers. The directors of the administrative departments explain the ways in which they assist students and clarify students’ rights and responsibilities.



STUDENT PORTAL

The student portal is a secure website that allows a student access to his or her information including schedule, grades, account balance and activity, school events, school contact information, and much more. Le Cordon Bleu College of Culinary Arts offers this capability so that it's easy for our students to be in touch with us and enhance their college experience. Upon acceptance to Le Cordon Bleu College of Culinary Arts, students will be issued a Student Number that can be used to gain access to the student portal.

STUDENT RECORD RETENTION

Le Cordon Bleu College of Culinary Arts maintains student records at the campus for a minimum of five (5) years. Le Cordon Bleu College of Culinary Arts student transcripts are retained indefinitely.

TRANSCRIPTS

An official transcript is maintained for each student. The transcript provides a complete record of all course grades and credits earned. Le Cordon Bleu College of Culinary Arts will supply official transcripts to whomever the student or graduate designates.

Transcript requests are fulfilled through Parchment, a leading company in secure transcript. Transcript fees are assessed regardless of transcript hold status. If you have an outstanding balance preventing release of your transcript, we will not be able to issue your official transcript.

- \$5 – Transcript (electronic or paper) requested electronically through Parchment.
- \$10 – Transcripts ordered through the campus.
- \$30 – Overnight/U.S. Mail delivery
Additional information on the electronic transcript service can be found on the student portal.

UNIFORM POLICY

The uniform policy can be found in the Le Cordon Bleu College of Culinary Arts. The Student Handbook is distributed to students upon admission to the school.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco

California Food Handler Requirement

Effective July 1, 2011, the California Food Handler Card law will require all persons working in certain foodservice establishments within the state of California to attend a course in food safety provided by a certification organization, pass a test and receive a Food Handler Card. Students attending Le Cordon Bleu College of Culinary Arts will be required to successfully complete the requirements for NEHA Certification or the California Food Handler Card as a prerequisite when beginning any course that involves the production of food for sale to the public and deemed by the state of California as requiring a California Food Handler Card. Valid certification must be presented prior to entering courses with this prerequisite. Failure to meet this requirement will make them ineligible to complete program requirements which may lead to withdrawal from their course of study. This requirement may also be applicable to employment in the industry.

Course LCBC105 – The NEHA Exam and preparation in this course meets state requirements. Students must pass the NEHA test offered during LCBC105 to receive their California Food Handler Card at additional costs through an agency outside of Le Cordon Bleu College of Culinary Arts.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Food Handlers Card

It is required that all students obtain a Maricopa County Food Handlers' Card prior to entering their first lab class. There is a small fee to take the test and your instructor will provide you with information on where and when to take the test.

Course Materials Return Policy for Distance Education Programs

Credit will be issued for return of course materials only under the following circumstances:

- The materials being returned must be in original shrink wrapping or unopened with tamper resistant seals intact; and
- The materials being returned must be undamaged, unmarked and in saleable condition; and
- The Return Merchandise Authorization (RMA) number must be included with the return; and
- The materials being returned must have been shipped by Words of Wisdom (WOW), be for the current session only and either be related to a class from which the student has formally withdrawn or have been refused by student or returned to WOW by the carrier; and
- RMA must be requested from WOW Customer Service by student within seven (7) calendar days of the current session start (unless returned by carrier).

GENERAL INFORMATION

CAMPUS SECURITY

Le Cordon Bleu College of Culinary Arts publishes an annual security report that contains information concerning policies and programs relating to campus security, crimes and emergencies, the prevention of crimes and sexual offenses, drug and alcohol use, campus law enforcement and access to campus facilities. The annual security report also includes statistics concerning the occurrence of specified types of crimes on campus, at certain off-campus locations, and on the public property surrounding the campus. The annual security report is published each year by October 1 and contains statistics for the three most recent calendar years. The annual security report is provided to all current students and employees. A copy of the most recent annual security report may be obtained from the President's office during regular business hours.

In addition to the annual security report, Le Cordon Bleu College of Culinary Arts maintain a crime log recording all reported crimes. The crime log is available for public inspection during regular business hours at President's office.

Le Cordon Bleu College of Culinary Arts reminds all students that they are ultimately responsible for their own actions regarding their safety and welfare.

CONDUCT POLICY

All students are expected to respect the rights of others and are held responsible for conforming to the laws of the national, state and local governments, and for conducting themselves in a manner consistent with the best interests of Le Cordon Bleu College of Culinary Arts and of the student body. A student who was previously dismissed for violations of the conduct policy may apply for reinstatement to the institution by submitting a written appeal to the Appeals Committee. The appeal should be in the form of a letter explaining the reasons why the student should

be readmitted. The appeal must be submitted within ten (10) business days of receiving notification of his/her dismissal. Dismissed students who are readmitted will sign a new Enrollment Agreement; will be charged tuition consistent with the existing published rate. Students who are interested in applying for federal financial aid may do so at this time.

CODE OF CONDUCT

Students, staff, faculty and guests follow a Code of Conduct adhering to a socially responsible and ethical approach to the educational mission of the institution. Rights of students are protected through the Grievance Process, which is addressed within this section, but responsibilities are addressed within the Code of Conduct Policy. Following is a set of guiding principles for behavior which is based on the values of honesty, respect, responsibility, fairness and trust (Center For Academic Integrity, 1999). It is a commitment that the members of the community will treat everyone with these characteristics promoting the highest standards of a safe and healthy environment. Individuals will not conduct themselves in any manner that might damage the reputation of, or otherwise harm the organization. Access to school premises is reserved for currently enrolled students, guests of the institution or approved visitors. Rules of Conduct include the following actions by officers of the institution:

- a. Oversee behavior
- b. Investigate violations and
- c. Manage judgment through administrative agreement and sanctions.

Attendance at this institution is a privilege, not a right; therefore, students whose behavior may be detrimental to other members of the community may be officially warned, sanctioned through an informed process, suspended and/or dismissed from the institution. Behavior that infringes upon rights, safety, or privileges, or which impedes

the educational process or the institution's right to conduct its business is prohibited. Such infractions include but are not limited the following:

Respect

- Deliberate disruptive, profane or disrespectful words, actions, violence or physical interference with the rights of faculty, staff, other students or with any institutional facilities, externship site, or with any authorized function being carried out on the premises or at any institution sponsored event or activity.
- Harassment of any member of the community based on race, national origin, ethnicity, color, creed, gender, sexual orientation; disposition, age, religion, marital or veteran status, genetic predisposition or carrier status, or any other basis protected by applicable local, state or federal laws. Engagement in self-initiated physical violence, bodily harm, or injury towards any member of the community or willful participation in a physical altercation.

Responsibility

- Failure to comply with the reasonable direction or lawful requests of officials (including, but not limited to faculty, administrators, and security personnel) or law enforcement officers acting in the performance of their duties or obey directives or orders expressed by such officials to cease and desist from any inappropriate act.

Honesty

- Students are expected to demonstrate academic integrity by completing their own work assignments and assessments. Submission of work from another person, using unauthorized notes, having someone else take an examination in a student's place, copying from another or a published document without citing sources or submitting the same paper to multiple



courses without the knowledge of the all instructors involved constitute violations of academic honesty. Plagiarism is any stealing of intellectual content and is not affected by intentionality.

Trust

- Students, staff and faculty trust that individuals will voluntarily follow the Code of Conduct as well as adhere to expectations voiced by the institution. Student expectations are provided during student orientation. Faculty and staff expectations are provided during faculty and staff orientations as well as provided on individual job descriptions. The standards of the institution are established by the residing state as well as the accreditation agency and the expectation is that the entire community trusts in them and adheres to them as part of both the Code of Conduct and the integrity of the institution.

Fairness

- Students, faculty and staff will be treated fairly based on their role within the organization. Should an exception be granted for any person in any circumstance, that exception will be well documented with both the rationale and all supporting evidence.

DRUG-FREE ENVIRONMENT

As a matter of policy, Le Cordon Bleu College of Culinary Arts prohibits the unlawful manufacture, possession, use, sale, dispensation, or distribution of controlled substances and the possession or use of alcohol by students and employees on its property and at any school activity. The only exception is authorized wine tasting within the classroom. Further information on the school's policies can be found in the Student Handbook. Any violation of these policies will result in appropriate disciplinary actions up to and including expulsion in the case of students and termination in the case of employees, even for a first offense. Violations of the law will also be referred to the appropriate law enforcement authorities. Students or employees may also be referred

to abuse help centers. If such a referral is made, continued enrollment or employment will be subject to successful completion of any prescribed counseling or treatment program. Information on the school's drug-free awareness program and drug and alcohol abuse prevention program may be obtained from the President's Office.

FACILITY INFORMATION

Le Cordon Bleu College of Culinary Arts in Atlanta

The campus facilities and the equipment used comply with all federal, state and local ordinances and regulations including those related to fire safety, building safety and health. Kitchen labs are equipped with stoves, ovens, and food preparation equipment commonly found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

Le Cordon Bleu College of Culinary Arts in Los Angeles

Pasadena Campus

The Le Cordon Bleu College of Culinary Arts in Los Angeles main campus in Pasadena is located at:

530 East Colorado Blvd.
Pasadena, CA 91101
Phone: (626) 229-1300

The Pasadena campus occupies over 104,000 square feet that supports the institution's population, labs and equipment. Physical resources are monitored and evaluated to stay abreast of industry standards. The Pasadena campus's facilities consist of classrooms for its specialized instructional needs as well as general purpose classrooms, 1 restaurant comprised of two service styles (quick service and full service), a prep kitchen, Learning Resources Center, and common use rooms for meetings, conferences, guest speakers etc. Classroom types include: Culinary labs, pâtisserie and baking labs, a chocolate lab, academic classrooms, and demo labs. Several classrooms are able to be combined to

create large presentation and lecture spaces. Classrooms are equipped with industry current equipment directly related to the curriculum. The student will be exposed to industry standard stoves, convection ovens, fryers, commercial bakery steam injected ovens, stand mixers, commercial grills, steam kettles, commercial pots, pans and implements.

Hollywood Campus

The Hollywood branch campus of Le Cordon Bleu College of Culinary Arts in Los Angeles (Hollywood Campus) is located at:

6370 Sunset Blvd.
Hollywood, CA 90028
Phone: (323) 203-3980

The Hollywood campus occupies over 21,000 square feet that supports the institution's population, labs and equipment. Physical resources are monitored and evaluated to stay abreast of industry standards.

The Hollywood campus facilities consist of classrooms for its specialized instructional needs as well as general purpose classroom and a Learning Resource Center. Classroom types include: culinary labs, pâtisserie and baking labs, an academic classroom, and demo lab. Classrooms are equipped with industry current equipment directly related to the curriculum. The student will be exposed to industry standard stoves, convection ovens, fryers, commercial bakery steam injected ovens, stand mixers, commercial grills, steam kettles, commercial pots, pans and implements.

Le Cordon Bleu College of Culinary Arts in Las Vegas

The educational facility and administrative offices of the college are located in a convenient suburban setting, just minutes from the Las Vegas "Strip". The campus location is adjacent to major thoroughways and is accessible from all parts of the metro area. Housing, public transportation and nearby shopping malls allow the students to live, commute and work nearby. The campus occupies more than 55,000 square feet in a freestanding facility with ample parking.

Le Cordon Bleu College of Culinary Arts in Miami

Le Cordon Bleu College of Culinary Arts is only twenty minutes away from the heart of Miami and from downtown Ft. Lauderdale. The Campus consists of approximately 60,000 square feet of kitchen labs and classrooms. Our labs feature industry-current commercial equipment and are designed for maximum efficiency, learning and comfort. They offer a great proving ground to replicate the kind of fast-paced environment our graduates can experience in the industry. Students will also find at this beautiful campus setting:

- Classrooms designed to facilitate learning, which consist of lecture rooms and instructional kitchens.
- Small classes encourage student/faculty interaction and students receive individual attention to help them reach their potential.

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Totaling 70,000 square feet, the campus of Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul, MN is in Mendota Heights, Minnesota near the Mall of America and the Minneapolis/St. Paul International Airport. Our campus is located at:
1315 Mendota Heights Road
Mendota Heights, MN 55120

It is located near major highways and public transportation, and parking is available to college students. Kitchen labs are equipped with stoves, ovens, and food-preparation equipment found in the industry. A wide range of small wares are provided for students' use in practicing various culinary skills and techniques.

Le Cordon Bleu College of Culinary Arts in Orlando

The campus facilities and the equipment used comply with all federal, state and local ordinances and regulations including those related to fire safety, building safety and health. The campus occupies approximately 80,000 square feet, conveniently located near John Young Parkway, Sand Lake Road, I-4,

and the Beachline Expressway. The campus is near public transportation lines, and parking is available to students at no charge. The campus is located close to downtown Orlando, International Drive, the Florida Mall, the Millenia Mall, all major theme parks, and the Orlando International Airport. Kitchen labs are equipped with stoves, ovens, and food preparation equipment commonly found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

Le Cordon Bleu College of Culinary Arts in Portland

Le Cordon Bleu College of Culinary Arts main campus is situated in the heart of downtown Portland in the historic Galleria Building, located at:
600 SW 10th Avenue, Suite 500
Portland, OR 97205

Le Cordon Bleu College of Culinary Arts is centrally located and offers immediate access to a public transportation system. Within the main campus' approximately 39,023 square feet, including nine (9) kitchen classrooms (including two demonstration labs) and four (4) lecture rooms. Kitchen labs are equipped with food preparation equipment found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary and baking and pastry skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

Le Cordon Bleu College of Culinary Arts in Sacramento

The Le Cordon Bleu College of Culinary Arts facility has the following features:

- Kitchen Labs featuring industry-current culinary equipment.
- A multi-purpose room for use in new student orientation, college and public events, on-site recruitment, lectures, and special classes.

- A student area and resource center.
- Office space for administrative and support staff.
- Ample storage space for files and supplies.

The student will be exposed to industry standard stoves, convection ovens, fryers, commercial bakery steam injected ovens, stand mixers, commercial grills, steam kettles, commercial pots, pans and implements.

All courses, with the exception of the Externship, are conducted at this location:
2540 Del Paso Road
Sacramento, CA 95834

Le Cordon Bleu College of Culinary Arts in San Francisco

Le Cordon Bleu College of Culinary Arts is located in the Potrero Hill neighborhood at 350 Rhode Island Street. All courses, with the exception of the Externship, are conducted at this location. Our campus encompasses kitchen lab classrooms, wireless high-speed lecture classrooms, computer classrooms and a fine-dining restaurant, all housed in approximately 100,000 square feet. Other distinctive features include a student/staff lounge and the library which houses an extensive stock of current culinary, hospitality and restaurant periodicals, along with texts and videos to supplement classroom and workshop instruction.

Le Cordon Bleu College of Culinary Arts in Scottsdale

Camelback Campus

The campus is housed in a former country club setting against the beautiful backdrop that overlooks Camelback Mountain, a well-known landmark in the high-end resort destination of the Phoenix Metropolitan area. Camelback Campus houses administrative offices, numerous classrooms, and kitchens.

Skybridge Facility

The Skybridge facility is an expansion of the Camelback Main Campus. It is located in bustling Old Town Scottsdale, Arizona, minutes away from the main campus. It



provides a stunning panorama of Scottsdale's popular 5th Avenue shops and internationally acclaimed tourist district. Skybridge Campus houses administrative offices, numerous classrooms, kitchens, the main library, and Technique, and restaurant kitchen.

Le Cordon Bleu College of Culinary Arts in Seattle

The Le Cordon Bleu College of Culinary Arts facility has the following features:

- Kitchen labs featuring industry-current culinary equipment.
- A resource center.
- Office space for administrative and support staff.
- Ample storage space for files and supplies.

Le Cordon Bleu College of Culinary Arts in St. Louis

Le Cordon Bleu College of Culinary Arts is located at:

7898 Veteran's Memorial Parkway
St. Peters, MO 63376

The facility has the following features:

- Kitchen Labs featuring industry-current culinary equipment.
- A student area and resource center.
- Office space for administrative and support staff.
- Storage space for files and supplies.
- Designated conference and copy/workroom.

HOURS OF OPERATION, INSTRUCTIONAL HOURS & CLASS SCHEDULING

Le Cordon Bleu College of Culinary Arts' hours of operation are 9:00 am to 8:00 pm, Monday through Thursday and 9:00 am to 5:00 pm on Friday, unless posted otherwise. Instructional Hours of operation are from 6:00 am to 10:35 pm, Monday through Friday.

An instructional hour is defined as each scheduled 50-minute period.

All student schedules are issued at the discretion of Le Cordon Bleu College of Culinary Arts. Student work schedules must be made around assigned class hours.

Courses are normally scheduled to begin six (6) week intervals. Le Cordon Bleu College of Culinary Arts reserves the right to change, delete or schedule additional courses whenever necessary. To accommodate the changing industry environment, Le Cordon Bleu College of Culinary Arts reserves the right to alter or substitute courses whenever necessary. Changes will not negatively affect currently enrolled students.

Schedule of Course Offerings

The chief academic officer or designee is responsible for developing schedules of course offerings each block and making them available to all necessary parties. Not all courses may be offered every module/block. Last minute changes to schedules are to be avoided whenever possible, but may be necessary to accommodate staffing and class size. The chief academic officer or designee is responsible for making the final decision to add, cancel, combine or split courses based on enrollment, academic effectiveness and other factors. Students will be given prompt notification of schedule changes.

CLASS SIZE

The skills needed for a particular program are reinforced with relevant instruction. Le Cordon Bleu College of Culinary Arts instructors provide supervision and guidance, which promotes confidence and support.

Laboratory Classes – Students attend laboratory classes for their program with class sizes not to exceed 40 students.

Lecture Classes – Students attend lecture classes for their program with class sizes not to exceed 50 students.

SCHOOL CLOSING INFORMATION – GENERAL INFORMATION

Scheduled school closings can be found in the academic calendar. In the event of a weather related closing, students will be notified via a global alert system. ED0002189

and phone numbers provided to the school.

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

School Closing Information

Le Cordon Bleu College of Culinary Arts makes every effort to maintain regularly scheduled classes, however, if circumstances arise that force us to cancel classes we will utilize the school's Emergency Notification System (ENS). Students will receive a recorded message via telephone from the school indicating the cancellation of classes as well as an e-mail message. In the case of inclement weather, information about school closings can be found in the Student Handbook.

Le Cordon Bleu College of Culinary Arts in Seattle

School Closing Information

In the event of an emergency in which the school would be closed, students, faculty and staff will be notified by e-mail and text message through the Global Alert Link contact system.

Le Cordon Bleu College of Culinary Arts in St. Louis

School Closing Information

Le Cordon Bleu College of Culinary Arts makes every effort to maintain regularly scheduled classes, however, if circumstances arise that force us to cancel classes we will utilize the school's Emergency Notification System (ENS). Students will receive a recorded message via telephone from the school indicating the cancellation of classes as well as an e-mail message. In the case of inclement weather, the school closure will be reported to the local FOX television affiliate KTVI.

GRIEVANCE POLICY

Internal Grievance Policy

Many student complaints can be resolved through discussion with the appropriate instructor or staff member and the use of this grievance procedure, and we encourage students to make contact at the first indication of a problem or concern.

This section describes the steps the student should follow so that the problem can be fully and fairly investigated and addressed. The student will not be bound by any resolution unless the student agrees to accept it. If the student does not accept a proposed conclusion or resolution, then the student may pursue the matter in arbitration as provided for in the student's Enrollment Agreement. However, the student must pursue his or her claim through this grievance procedure first.

Please note that this grievance procedure is intended for problems concerning a student's recruitment, enrollment, attendance, education, financial aid assistance, or career service assistance, or the educational process or other school matters. It does not apply to student complaints or grievances regarding grades or sexual harassment, which are addressed in other sections of this catalog.

Le Cordon Bleu College of Culinary Arts and the student agree to participate in good faith in this grievance procedure. We will receive all information submitted by the student concerning a grievance in strict confidence and we and the student agree to maintain confidentiality in the grievance procedures. No reprisals of any kind will be taken by any party of interest or by any member of the Le Cordon Bleu College of Culinary Arts administration against any party involved. We will investigate all complaints or grievances fully and promptly. So long as the student pursues this grievance procedure to its conclusion, the period during which the student is pursuing this process will not count toward any statute of limitations relating to the student's claims.

Step 1 – Grievances or complaints involving an individual instructor or staff member should first be discussed with the individual involved. Grievances or complaints involving a policy or class should first be discussed with the individual enforcing that policy, the class instructor, or the Lead Instructor. Alternatively, the student may submit the complaint to the campus Director of Education.

Step 2 – If the matter is not resolved to the student's satisfaction in Step 1, the student may submit a written, dated and signed statement of the grievance or complaint and a description of the actions that have taken place thus far to the next level of authority directly or through the President.

Step 3 – If the matter is not resolved to the student's satisfaction in Step 2, the student's next step is to submit a written, dated and signed statement to the campus President. Within five (5) days of the President's receipt of the written statement, the President will arrange to preliminarily meet with the student to discuss the grievance, and the President will thereafter conduct an investigation, including providing the student with a full and fair opportunity to present evidence relevant to the matter. The President will render his/her decision in writing within ten (10) business days after concluding his/her investigation, setting out the President's findings, conclusions, and reasoning. The President's decision will be final. The student's written complaint, together with the President's decision, will become a permanent part of the files of the parties involved.

GENERAL

This grievance procedure is designed to address problems promptly and without undue delay. In order to achieve that, the student must initiate Step 1 within ten (10) business days of the incident or circumstance(s) giving rise to the complaint, and must initiate each other Step within ten (10) business days after receiving a response or if more than twenty (20) business days have passed with no response. If the student fails to take any of the steps in this procedure within the required timeframes, then the student will be deemed to have accepted the resolution last proposed by Le Cordon Bleu College of Culinary Arts. If the school fails to act within the timeframes described in this procedure, then the student may elect to forgo any further steps in the grievance procedure and choose to go directly to arbitration as provided in the student's Enrollment Agreement. The time periods set

forth in these procedures can be extended by mutual consent of Le Cordon Bleu College of Culinary Arts and the student. Students may also contact the following agencies.

The Accrediting Council for Independent Colleges and Schools (ACICS)

750 First Street, NE Suite
980 Washington, DC 20002-4241
Phone: (202) 336-6780

The Accrediting Commission of Career Schools and Colleges (ACCSC)

2101 Wilson Blvd., Suite 302
Arlington, VA 22201
Phone: (703) 247-4212

The American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC)

180 Center Place Way
St. Augustine, FL 32905
Phone: (904) 824-4468 or (800) 624-9458

A copy of the Commission's Complaint Form is available at the school and may be obtained by contacting the Director of Education.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, San Francisco

The student may also contact the Bureau for Private Postsecondary Education
P.O. Box 980818
Sacramento, CA 95798-0818
Phone: (888) 370-7589
Fax: (916) 263-1897
www.bppe.ca.gov

Le Cordon Bleu College of Culinary Arts in Atlanta

The student may also file a complaint directly with the Nonpublic Postsecondary Education Commission at any time. The student may contact the Nonpublic Postsecondary Education Commission for further details at: Nonpublic Postsecondary Education Commission (NPEC)
2082 East Exchange Place, Suite 220
Tucker, GA 30084
Phone: (770) 414-3300



Le Cordon Bleu College of Culinary Arts in Las Vegas

Commission on Postsecondary Education
3663 East Sunset Road, Suite 202
Las Vegas, NV 89120
Phone: (702) 486-7330
Fax: (702) 486-7340
www.cpe.state.nv.us/

For the Le Cordon Bleu campuses in: Miami, Orlando

At any time, if a student has a concern, grievance, or complaint about the institution, the student may contact:

Commission for Independent Education
Florida Department of Education
325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Phone: (850) 245-3200 or (888) 224-6684
www.fldoe.org/cie/

Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

Students may also contact the:
Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5277

Wisconsin residents may contact the:
Wisconsin Educational Approval Board
30 W. Mifflin St., P.O. Box 8696
Madison, WI 53708-8986

Le Cordon Bleu College of Culinary Arts in Portland

Students aggrieved by action of the school should attempt to resolve these problems with appropriate school officials. Should this procedure fail students may contact or file a complaint with:

Oregon Office of Degree Authorization
Oregon Student Assistance Commission
1500 Valley River Drive, #100
Eugene, OR 97401
Phone: (541) 687-7452

Workforce Training and Education
Coordinating Board
128 Tenth Avenue SW
P.O. Box 43105
Olympia, WA 98504-3105
Phone: (360) 753-5662

Le Cordon Bleu College of Culinary Arts in Scottsdale

The student also may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. Please direct all inquiries to:

Arizona State Board for Private Postsecondary Education
1400 W. Washington, Room 260
Phoenix, AZ 85008
Phone: (602) 542-5709
www.azpse.gov

Le Cordon Bleu College of Culinary Arts in Seattle

Workforce Training and Education
Coordinating Board
128 Tenth Avenue SW
P.O. Box 43105
Olympia, WA 98504-3105
Phone: (360) 753-5662

Le Cordon Bleu College of Culinary Arts in St. Louis

The student may also file a complaint with:
Missouri Department of Higher Education (MDHE)
3515 Amazonas Drive
Jefferson City, MO 65109
Phone: (573) 751-2361

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT NOTICE

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records.

An eligible student under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Le Cordon Bleu College of Culinary Arts receives a request for access. A student should obtain a Request to Inspect and Review Education Records form from the portal and submit to the President, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access

and notify the student of the time and place where the records may be inspected.

Students are not entitled to inspect and review financial records of their parents. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write to the President, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Le Cordon Bleu College of Culinary Arts discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor

outside of Le Cordon Bleu College of Culinary Arts who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of the education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the institution.

Parental access to a student's record will be allowed by Le Cordon Bleu College of Culinary Arts without prior consent if:

- a. the student has violated a law or the institution's rules or policies governing alcohol or substance abuse, if the student is under 21 years old; or
- b. the information is needed to protect the health or safety of the student or other individuals in an emergency. Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Le Cordon Bleu College of Culinary Arts to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Below is a listing of the disclosures that postsecondary institutions may make without consent:

FERPA permits the disclosure of education records, without consent of the student, if the disclosure meets certain conditions found in the FERPA regulations. Except for

disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose education records without obtaining prior written consent of the student in the following instances:

- To other school officials, including teachers, within Le Cordon Bleu College of Culinary Arts whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions.
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the institution's State-supported education programs. Disclosures under this provision may be made, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

- To organizations conducting studies for, or on behalf of, the school, in order to:
 - a. develop, validate, or administer predictive tests;
 - b. administer student aid programs; or
 - c. improve instruction. To accrediting organizations to carry out their accrediting functions.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "directory information" may be released at the school's discretion. Le Cordon Bleu College of Culinary Arts has defined directory information as the student's name, address(es), telephone number(s), e-mail address, student IDs, birth date and place, program undertaken, dates of attendance, honors and awards, photographs and credential awarded. If a student does not want his or her directory information to be released to third parties without the student's consent, the student must present such a request in writing to the President within 45 days of the student's enrollment or by such later date as the institution may specify. Under no circumstance may the student use the right to opt out to prevent the institution from disclosing that student's name, electronic identifier, or institutional e-mail address in a class in which the student is enrolled.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules



or policies with respect to the allegation made against him or her. To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of twenty-one.

REASONABLE ACCOMMODATIONS POLICY – INDIVIDUALS WITH DISABILITIES

Le Cordon Bleu College of Culinary Arts does not discriminate against individuals on the basis of physical or mental disability and is fully committed to providing reasonable accommodations, including appropriate auxiliary aids and services, to qualified individuals with a disability, unless providing such accommodations would result in an undue burden or fundamentally alter the nature of the relevant program, benefit, or service provided by Le Cordon Bleu College of Culinary Arts. To request an auxiliary aid or service please contact the Regulatory Operations Consultant or the Director of Education at the institution.

Individuals requesting an auxiliary aid or service will need to complete an Application for Auxiliary Aid. To enable Le Cordon Bleu College of Culinary Arts to timely provide an auxiliary aid or service, Le Cordon Bleu College of Culinary Arts requests that individuals complete and submit the Application for Auxiliary Aid six weeks before the first day of classes, or as soon as practicable. Disagreements regarding an appropriate auxiliary aid and alleged violations of this policy may be raised pursuant to Le Cordon Bleu College of Culinary Arts grievance procedures.

SCHOOL POLICIES

Students are expected to be familiar with the information presented in this school catalog, in any supplements and addenda to the catalog, and with all school policies.

By enrolling in Le Cordon Bleu College of Culinary Arts, students agree to accept and abide by the terms stated in this catalog and all school policies. If there is any conflict between any statement in this catalog and the enrollment agreement signed by the student, the provision in the enrollment agreement controls and is binding.

RESPONSIBILITY FOR PERSONAL PROPERTY

Le Cordon Bleu College of Culinary Arts assumes no responsibility for loss or damage to personal property through fire, theft, or other causes.

TERMINATION POLICY

The Le Cordon Bleu College of Culinary Arts reserves the right to dismiss a student for any of the following reasons: failure to maintain satisfactory academic progress, failure to pay school fees and/or tuition by applicable deadlines, disruptive behavior, posing a danger to the health or welfare of students or other members of the Le Cordon Bleu College of Culinary Arts community, or failure to comply with the policies and procedures of the Le Cordon Bleu College of Culinary Arts. Any unpaid balance for tuition, fees and supplies becomes due and payable immediately upon a student's dismissal from the school. The institution will also determine if any Title IV funds need to be returned (see Financial Information section of this catalog).

UNLAWFUL HARASSMENT POLICY

Le Cordon Bleu College of Culinary Arts is committed to the policy that all members of the school's community, including its faculty, students, and staff, have the right to be free from sexual harassment by any other member of the school's community. Should a student feel that he/she has been sexually harassed; the student should immediately inform the President and/ or the Director of Education.

Sexual harassment refers to, among other things, sexual conduct that is unwelcome, offensive, or undesirable to the recipient, including unwanted sexual advances.

All students and employees must be allowed to work and study in an environment free from unsolicited and unwelcome sexual overtures and advances. Unlawful sexual harassment will not be tolerated.

CATALOG ADDENDUM

See the catalog addendum for current information related to the school calendar, tuition and fees, listing of faculty, and other updates.

THIS CATALOG IS FOR THE FOLLOWING LE CORDON BLEU CAMPUSES

Atlanta, GA

1927 Lakeside Parkway
Tucker, GA 30084
866.315.CHEF [2433]

Las Vegas, NV

1451 Center Crossing Road
Las Vegas, NV 89144
866.450.CHEF [2433]

Los Angeles, CA

PASADENA CAMPUS:
530 East Colorado Blvd.
Pasadena, CA 91101

HOLLYWOOD CAMPUS:

6370 West Sunset Blvd.
Hollywood, CA 90028
888.900.CHEF [2433]

Miami, FL

3221 Enterprise Way
Miramar, FL 33025
866.762.CHEF [2433]

Minneapolis/St. Paul, MN

1315 Mendota Heights Road
Mendota Heights, MN 55120
800.528.4575

Orlando, FL

8511 Commodity Circle
Orlando, FL 32819
866.622.CHEF [2433]

Portland, OR

600 SW 10th Avenue, Suite 500
Portland, OR 97205
888.848.3202

Sacramento, CA

2450 Del Paso Road
Sacramento, CA 95834
916.830.6220

San Francisco, CA

350 Rhode Island Street
San Francisco, CA 94103
800.229.CHEF [2433]

Scottsdale, AZ

8100 E. Camelback Road
Suite 1001
Scottsdale, AZ 85251
800.848.CHEF [2433]

Seattle, WA

360 Corporate Drive North
Tukwila, WA 98188
866.863.2580

St. Louis, MO

7898 Veteran's Memorial Parkway
St. Peters, MO 63376
866.863.2061

Online

888.557.4222



LE CORDON BLEU

Chefs.edu



*Le Cordon Bleu in North America had more culinary graduates in the USA than any other national network of culinary schools, for the years 2006 to 2012. Source: IPEDS.



ED00002196

Tuition and Fees

As of 5/30/14

Certificate in Le Cordon Bleu Culinary Arts (Resident Students) and Certificate in Le Cordon Bleu Patisserie and Baking (Resident Students)	
Tuition	\$19,500
Application Fee (non-refundable)	\$50
Total Cost	\$19,550

Associate of Occupational Science in Le Cordon Bleu Culinary Arts (Resident Students) and Associate of Occupational Science in Le Cordon Bleu Patisserie and Baking (Resident Students)	
Tuition	\$37,000
Application Fee (non-refundable)	\$50
Total Cost	\$37,050

Associate of Occupational Science in Le Cordon Bleu Culinary Arts (Non-Resident Students) and Associate of Occupational Science in Le Cordon Bleu Patisserie and Baking (Non-Resident Students)	
Tuition	\$40,000
Application Fee (non-refundable)	\$50
Total Cost	\$40,050

Tuition charge includes books, supplies, and uniforms. The tuition listed above is for the total length of the program. Additional fees may apply in the case of repeated courses.

Retake Fees (per credit hour)

Lecture and Lab Courses	\$100
Externship Courses	\$50

Le Cordon Bleu reserves the right to increase all fees and tuition without notice, at its discretion. Once a student completes an Enrollment Agreement, the tuition and fees charges stated on that Enrollment Agreement will not change provided the student starts classes as scheduled and continues without interruption.

Tuition and Fees are also disclosed on Tuition and Fees Sheet published at: http://www.chefs.edu/Admissions/~media/LCB/Files/Docs-Resources/Atlanta_TuitionAndFees.ashx

Academic Calendar

As of 3/31/14

21 Month | 84 Week Programs

- Associate of Occupational Studies in Le Cordon Bleu Culinary Arts
- Associate of Occupational Studies in Le Cordon Bleu Patisserie & Baking

12 Month | 48 Week Programs

- Certificate in Le Cordon Bleu Culinary Arts
- Certificate in Le Cordon Bleu Pâtisserie and Baking

Start Date	Anticipated Completion Date
01/06/2014	09/25/2015
02/17/2014	11/06/2015
04/07/2014	12/18/2015
05/19/2014	02/12/2016
07/07/2014	03/25/2016
08/18/2014	05/13/2016
09/29/2014	06/24/2016
11/10/2014	08/12/2016

Start Date	Anticipated Completion Date
01/06/2014	12/19/2014
02/17/2014	02/13/2015
04/07/2014	03/27/2015
05/19/2014	05/15/2015
07/07/2014	06/26/2015
08/18/2014	08/14/2015
09/29/2014	09/25/2015
11/10/2014	11/06/2015

Note: All programs may not be offered on all dates listed above.

2013 Academic Calendar

Module start date	Module end date
01/06/2014	02/14/2014
01/06/2014*	02/18/2014
02/17/2014	03/28/2014
02/19/2014**	03/28/2014
04/07/2014	05/16/2014
05/19/2014	06/27/2014
07/07/2014	08/15/2014
08/18/2014	09/26/2014
09/29/2014	11/07/2014
11/10/2014	12/19/2014

*For continuing students, the January 2014 session ended on February 18, 2014 due to severe weather in Atlanta the previous week.

**For continuing students, the February 2014 session began on February 19, 2014 due to severe weather in Atlanta the previous week.

Classes are offered on days marked with an "x":

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	X	X	X	X	X	

Observed Holidays-No Classes

Holiday	Date(s) of Break: Classes Resume:
Martin Luther King Jr. Day	Monday 01/20/2014 Classes Resume on Tuesday 01/21/2014
In-Service Day*	Friday 02/14/2014 Classes Resume on Monday 02/17/2014
In-Service Day*	Thursday 03/27/2014 to Friday 03/28/2014
Spring Break	Saturday 03/29/2014 to Sunday 04/06/2014 Classes Resume on Monday 04/07/2014
In-Service Day*	Thursday 05/15/2014 to Friday 05/16/2014 Classes Resume on Monday 05/19/2014
Memorial Day	Monday 05/26/2014 Classes Resume on Tuesday 05/27/2014
In-service Day*	Friday 06/27/2014
Summer Break	Saturday 06/28/2014 to Sunday 07/06/2014 Classes Resume on Monday 07/07/2014
In-Service Day*	Thursday 08/14/2014 to Friday 08/15/2014 Classes Resume on Monday 08/18/2014
Labor Day	Monday 09/01/2014 Classes Resume on Tuesday 09/02/2014
In-Service Day*	Friday 09/26/2014 Classes Resume on Monday 09/29/2014
In-Service Day*	Thursday 11/06/2014 to Friday 11/07/2014 Classes Resume on Monday 11/10/2014
Thanksgiving Holiday	Thursday 11/27/2014 to Friday 11/28/2014 Classes Resume on Monday 12/01/2014.
Winter Break	Saturday 12/20/2014 to Sunday 01/04/2015 Classes Resume on Monday 01/05/2015

*Students attending on-campus courses are not required to report to classes on published in-service days. Please see your course syllabi for specific class dates.

Faculty and Staff

Faculty – as of 5/30/14

Name	Discipline	Education & Professional Licensure/Certification	Full/Part Time
Anderson, Guy	Culinary Arts	<ul style="list-style-type: none"> • B.B.A., Business Administration – Campbell University • A.O.S., Culinary Arts – The Culinary Institute of America • CEC 	Full time
Armistead, Anne	Externship Coordinator	<ul style="list-style-type: none"> • A.O.S. Art Institute of Atlanta – Culinary Arts 	Full time
Dahl, Kristina	Culinary Arts	<ul style="list-style-type: none"> • B.S., Hospitality Administration – Georgia State University • A.A.S., Culinary Arts – Johnson & Wales • FMP 	Full time
DiFonzo, Albert	Culinary Arts	<ul style="list-style-type: none"> • B.S., General Hospitality Management – Florida International University • A.O.S., Culinary Arts – Culinary Institute of America 	Full time
Dukes, Brandon	Core Curriculum	<ul style="list-style-type: none"> • A.O.S. Culinary Arts Management – The Culinary Institute of America 	Part time
Fernandez, Anna	PB	<ul style="list-style-type: none"> • A.A., Culinary Arts – Art Institute of Atlanta • CB 	Full time
Franklin, Necheller	General Education	<ul style="list-style-type: none"> • M.A. , Adult Education - Central Michigan University • B.A. – English General – North Carolina Central University 	Part time
George, Gretchen	PB	<ul style="list-style-type: none"> • B.A., Culinary Management – Le Cordon Bleu • A.S.T., – Pennsylvania Institute of Culinary Arts • CEPC 	Full time
Goad, Jill	General Education	<ul style="list-style-type: none"> • M.A., English – University of North Carolina • B.A., English – University of North Carolina 	Part time
Greene, Tonya	General Education	<ul style="list-style-type: none"> • M.A., Education: Instruction – Central Michigan University • B.A., History – Fayetteville State University 	Part time
Gruber, Jane	PB Lead Instructor	<ul style="list-style-type: none"> • B.A., Organizational Management – Ashford University • A.A., Culinary Arts – Art Institute of Atlanta • A.A.S., – Hotel Management – Gwinnett Technical College • FMP 	Full time
Harrar, Dan	Culinary Arts	<ul style="list-style-type: none"> • Baccalaureat of Restaurant & Hotel Mgt, Brevet D'études Professionnelles, Cuisine Classique – Professional Institute of Technology, Nice, France; • Brevet D'études Professionnelles, Service de restaurant et gestion d'hôtel – Professional Institute of Technology, Paris • CEC 	Full time
Hewett, William	Culinary Arts	<ul style="list-style-type: none"> • A.O.S., Culinary Arts – Johnson & Wales • CEC 	Full time
Johnson, Virginia	General Education and Pastry Arts	<ul style="list-style-type: none"> • B.S., Business Administration – Southern College 	Part time
Kanadu, John	Culinary Arts	<ul style="list-style-type: none"> • A.O.S., General Studies – Georgia Perimeter College 	Full time

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Name	Discipline	Education & Professional Licensure/Certification	Full/Part Time
		<ul style="list-style-type: none"> • CEC, CCE, CCA 	
Kazenske, Todd	Culinary Arts	<ul style="list-style-type: none"> • A.O.S., Business – McIntosh College • CEPC, AAC 	Full time
Krinsky, Beatriz	Culinary Arts	<ul style="list-style-type: none"> • A.A., General Studies – Georgia State University • CEC 	Full time
Lewis, Matthew	Pastry Arts	<ul style="list-style-type: none"> • A.O.S., Culinary Arts – The Culinary Institute of America 	Full time
Lipscomb, William	Pastry Arts	<ul style="list-style-type: none"> • B.A., Physics – Hampton University 	Part time
Lorenson, Samyot	Culinary Arts	<ul style="list-style-type: none"> • A.O.S., Culinary Arts – The Culinary Institute of America 	Full time
Mekolites, Jeffery	Culinary Arts	<ul style="list-style-type: none"> • B.S., Culinary Arts – Johnson & Wales University • A.A.S., Culinary Arts – Johnson & Wales University • CEC 	Full time
Numprasong, Thomas	Culinary Arts	<ul style="list-style-type: none"> • B.S., Baking & Pastry Arts – Johnson & Wales University • A.O.S., Baking & Pastry Arts – Johnson & Wales University • CEPC 	Full time
Oliveira-Chambers, Darcey	PB	<ul style="list-style-type: none"> • A.O.S. in Applied Science, Chattahoochee Technical College ▪ ACF apprentice graduate • CEPC 	Full time
Petraglia, Joseph	Culinary Arts	<ul style="list-style-type: none"> • A.O.S. – Johnson & Wales University 	Full time
Ponzoli, Amy	Culinary Arts	<ul style="list-style-type: none"> • B.A., Culinary Management – Le Cordon Bleu ▪ A.O.S., Culinary Arts – Johnson & Wales University 	Full time
Reynolds, Terence	Culinary Arts	<ul style="list-style-type: none"> ▪ B.A., Culinary Management – Le Cordon Bleu • A.O.S., Culinary Arts – Johnson & Wales University • • FMP 	Full time
Richardson, Stephanie	General Education	<ul style="list-style-type: none"> • M.A., English – State University of NY at Albany • B.A., English – State University of NY at Buffalo 	Part time
Ross, Belinda	General Education	<ul style="list-style-type: none"> • Ph. D, Clinical Psychology – Sierra University • M.A., Counseling – Eastern Michigan University • B.S., Sociology – Grand Valley State College 	Part time
Shular, Daryl	Director of Education	<ul style="list-style-type: none"> • A.A, Culinary Arts- The Art Institute of Atlanta • CEC 	Full time
Stellmacher, Aretha	General Education	<ul style="list-style-type: none"> • M.A., Accounting – Strayer University • B.S., Accounting – Hampton University 	Full time
Taillon, Lynn	General Education	<ul style="list-style-type: none"> • M.Ed., Adult Education and Training – University of Phoenix • B.A., Educational Studies – Emory University 	Part time
Thompson, Christopher	Culinary Arts Lead Instructor	<ul style="list-style-type: none"> • A.O.S., Culinary Arts – California Culinary Academy • CEC 	Full time
Van Cise, Ashley	Core Curriculum	<ul style="list-style-type: none"> • B.S., Human Ecology – University of Tennessee Knoxville 	Part time
Vega, Benny	Culinary Arts	<ul style="list-style-type: none"> • A.O.S., Culinary Arts – Johnson & Wales University • CEC 	Full time
Welsh, Marshall	Culinary	<ul style="list-style-type: none"> • B.A., Journalism and Mass Communicaton – University of 	Full time

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Name	Discipline	Education & Professional Licensure/Certification	Full/Part Time
	Arts	Georgia • CEC	

Staff - as of 04/04/14

Name	Position
Liuba, Cristian	Director of Admissions
Dr. Mack, Glenn	Campus President
Shular, Daryl	Director of Education
Shular, Daryl	ADA/Section 504 Coordinator
Anthony, Tirrell	Director of Career Services
Thibeaux, Jamehia	Campus Business Operations Manager
Wilson, Renee	Associate Registrar
Gruber, Jae	Title IX Coordinator
Rice, Laura	Regional Librarian

Catalog Revisions and Updates

Page#	Policy/Section	Effective Date	Description of Revision or Update
66	Veterans' Educational Benefits	5/30/2014	<p>Add the following grant information: YELLOW RIBBON GRANT</p> <p>In accordance with the VA - Yellow Ribbon Program, a provision of the Post-9/11 Veterans Educational Assistance Act of 2008, Le Cordon Bleu College of Culinary Arts has established a Yellow Ribbon Grant.</p> <p>Eligibility and amounts are determined on an annual basis and are subject to change. To be eligible for the grant a candidate must be accepted for admission to Le Cordon Bleu College of Culinary Arts, be eligible for Chapter 33 Post 9/11 veterans benefits at the 100% rate, as determined by the Department of Veterans Affairs, complete the appropriate Le Cordon Bleu College of Culinary Arts attestation form and allow for the verification of his/her Chapter 33 Post-9/11 eligibility via a DD-214 Member-4, Certificate of Eligibility or comparable government document. The conditions are as follows:</p> <ul style="list-style-type: none"> • Candidates must be either an eligible Veteran or a Dependent of an eligible Veteran who meets the Chapter 33 Post-9/11 GI Bill Transferability requirements (www.gibill.va.gov). • Candidates must apply and be accepted for admission to Le Cordon Bleu College of Culinary Arts to be eligible. • The Yellow Ribbon Grant is applied as a credit to the student's account and no cash payments will be awarded to the student. • The Yellow Ribbon Grant is used exclusively towards prior or current program charges. • The Yellow Ribbon grant is awarded for each period in the program that the student is determined eligible and where the grant is needed. • The Yellow Ribbon Grant is non-transferrable and non-substitutable and cannot be combined with any other institutional grant at Le Cordon Bleu College of Culinary Arts. <p>Le Cordon Bleu College of Culinary Arts is committed to assisting military students in determining the best options available to them. To receive additional information on Veterans Educational Benefits eligibility, please contact the Veterans Administration at 1-800-827-1000 or 1-888-GI Bill-1(1-888-442-4551). You may also visit the VA website at www.gibill.va.gov.</p>
79	Warning and Probationary Period	05/30/2014	<p>Replace the <i>WARNING AND PROBATIONARY PERIODS FOR STUDENTS RECEIVING/ NOT RECEIVING FINANCIAL AID</i> policy with the following language:</p> <p>At the end of each 12-week block, after grades have been posted, each student's CGPA and rate of progress is reviewed to determine whether the student is meeting the above requirements.</p> <ul style="list-style-type: none"> • A student will be placed on FA Warning immediately after

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			<p>the first block in which the CGPA or the rate of progress falls below the values specified in the tables above. At the end of the next term, the student will be removed from FA Warning and returned to SAP Met Status if the minimum standards are met or exceeded.</p> <ul style="list-style-type: none"> • A student who continues to fall below the specified values will be required to successfully appeal in order to maintain eligibility for financial assistance under a FA Probation status. • A student who successfully appeals and is on FA Probation will be evaluated at the end of the second block of monitoring. • A student who meets or exceeds the minimum standards will be removed from FA Probation and returned to a SAP Met status. If the minimum CGPA and rate of progress requirements are not met at the time of evaluation; the student will be placed of FA Dismissal Status and will be dismissed from school unless terms of the academic plan are met. • A student receiving federal financial aid who does not meet the CGPA standards at the end of the second year will no longer be eligible for financial aid, may not be placed on probation, and must be dismissed, unless the student wishes to continue without being eligible for federal financial aid. However, a student not meeting the CGPA standards at the end of the second year may remain as an enrolled student who is eligible for federal financial aid if there are documented mitigating circumstances. <p>If at any point it can be determined that it is mathematically impossible for a student to meet the minimum requirements, the student will be dismissed from the school.</p> <p>Notification of academic dismissal will be in writing. The Code of Conduct Policy section of this catalog describes other circumstances that could lead to student dismissal for non-academic reasons. A tuition refund may be due in accordance with the institution's stated refund policy.</p> <p>During the period of FA Warning, which lasts for one payment period only the student may continue to receive financial aid. During a period of FA Probation, if an appeal is accepted by the institution, the student may also continue to receive financial aid.</p> <p>A student on FA Warning and FA Probation must participate in academic advising as deemed necessary by the institution as a condition of academic monitoring. A student who fails to comply with these requirements may be subject to dismissal even though their CGPA or rate of progress may be above the dismissal levels.</p>

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81	Leave of Absence	5/30/2014	<p>For the Le Cordon Bleu campuses in: Atlanta, Austin, Chicago, Dallas, Los Angeles, Minneapolis/St. Paul, Orlando, Portland, Sacramento, Seattle, St. Louis</p> <p>Replace the current catalog information with the following: An approved Leave of Absence (LOA) is a temporary interruption in a student's academic attendance for a specific period of time in an ongoing program.</p> <p><i>Leave of Absence Conditions</i> A student may be eligible for a Leave of Absence if one of the following conditions applies:</p> <ul style="list-style-type: none"> • Medical Leave (including pregnancy) • Family Care (childcare issues, loss of family member, or medical care of family) • Military Duty • Jury Duty <p><i>The following requirements apply:</i> A student may be granted a Leave of Absence (LOA) if:</p> <ul style="list-style-type: none"> • A signed LOA request that includes the reason for the request is submitted in writing within 5 calendar days of the student's last date of attendance. • If extenuating circumstances prevent the student from providing a written request within 5 calendar days of the student's last day of attendance, the institution may still be able to grant the student's request. A signed LOA request must be provided by the last day in the school's attendance policy (see attendance policy section) along with documentation explaining the extenuating circumstance(s) that prevented submitting the request within 5 calendar days of the last date of attendance. Extenuating circumstances are typically unexpected events, such as premature delivery of a child, illness, a medical condition that deteriorates, an accident or injury or a sudden change in childcare arrangements. Students may request multiple LOAs, but the total number of days the student remains on LOA may not exceed 180 days during a consecutive 12-month time frame. • <i>There may be limitations on LOA eligibility for a student enrolled in term-based programs due to scheduling requirements associated with the student's return to school.</i> • The student must have successfully completed a minimum of one grading period before being eligible to apply for a LOA. One grading period is defined as 6 weeks. • Prior to applying for an LOA, the student must have completed his or her most recent quarter and received an academic grade or grades (A-F) for that quarter. <p>Failure to return from an approved leave of absence or failure to return within the 180 day timeframe will result in the student being administratively withdrawn from the school and may have an impact</p>

Page#	Policy/Section	Effective Date	Description of Revision or Update
			<p>on the financial aid a student receives, loan repayment and exhaustion of the loan grace period. A student in an LOA status will not receive further financial aid disbursements (if eligible) until returning to active status. Contact the financial aid office for more information about the impact of a LOA on financial aid.</p>

Program and Course Description Changes

Page #	Policy/Section	Effective Date	Description of Revision or Update
51	Course Descriptions	Listed for each course	New and revised course descriptions

FACULTY and ADMINISTRATIVE STAFF SUMMARY FORM

Submit this form with the Update Report (revised prior to the visit) and teaching schedules in effect at the time of the visit. List all persons (teaching faculty and administrative staff). Refer to the legends for identifying other duties assigned faculty and administrative staff duties and "Credential Level". The first line is provided as a SAMPLE.

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 City, State Tucker, GA
 ID 030226

Duties

AD = Administrative
 RA = Recruitment / Admissions
 FA = Financial Aid
 SS = Student Services
 OT = Other

Credential Level

C = Certificate
 D = Diploma
 OA = Occupational Associate
 AA = Academic Associate
 B = Bachelor
 M = Master

Select One

Select One

Name (Last, First, Middle)	(F) Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	Faculty - Teaching Load			Non-faculty Duties or Admin Duties
							A	M	E	
Tirrell Anthony	AD	9/16/2013	FT	No degree	Director of Career Services		0	0	0	OT
Onika Brooks	AD	10/18/2004	FT	A.A.-Duff's Business College/B.S. Metro Politian FL/BS Phoenix	Career Services Representative		0	0	0	AD
Daniel Cambric	AD	1/10/2013	FT	M.Ed.- American Intercontinental University - Education; B.S. Colorado Technical University - Human Resource; A.S. - Colorado Technical University - Business	Senior Admissions Representative		0	0	0	RA
Tonya Champion	AD	1/27/2006	FT	B.A. - University of Michigan - Psychology	Admissions Lead		0	0	0	RA
Alisha Whitnie Dixon	AD	3/25/2009	FT	A.S./A.A. -Valencia CC - Criminal Justice/Psycology	Senior Admissions Representative		0	0	0	RA
Tiffany Giles	AD	11/26/2003	FT	No degree	Assistant Director of Admissions		0	0	0	RA

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							A	M	E	
Sean Glenn	AD	6/19/2006	FT	No degree	Procurement Coordinator		0	0	0	AD
Earl Greene	AD	5/10/2013	FT	B.S. - William Paterson University - Marketing	Admissions Representative		0	0	0	RA
Miriam Guillory	AD	3/5/2010		M.S.-Ashford University - Management, BA Southern University - Speech Disorders	Career Services Representative		0	0	0	AD
Shawanda Harrison	AD	3/8/2010	FT	B.S. - Morris Brown College - Legal Studies	Senior Admissions Representative		0	0	0	RA
Nicole Haskett	AD	8/28/2012	FT	No degree	Admissions Representative		0	0	0	RA
Harold Henderson	AD	9/27/2004	FT	No Degree	Executive Admissions Representative		0	0	0	RA

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							A	M	E	
Jamil Hunter	AD	2/27/2014	FT	B.S. - Tennessee State University - Mass Communication	Admissions Representative		0	0	0	RA
Nicole Haskett	AD	8/28/2012	FT	No Degree	Admissions Representative		0	0	0	RA
Amel Jamakovic	AD	5/17/2011	FT	B.A. -Georgia State University - Marketing	Senior Admissions Representative		0	0	0	RA
Brad Johnson	AD	8/15/2005	FT	No degree	Campus Director of Purchasing, Facilities & IT		0	0	0	AD
Tamara Jones	AD	10/13/2014	FT	No degree	Student Finance Representative		0	0	0	FA
Rhonette Lawrence	AD	1/5/2012	FT	No Degree	Senior Admissions Representative		0	0	0	RA
Michelle Lewis	AD	7/11/2012	FT	A.O.S - Le Cordon Bleu Atlanta - Culinary Arts	Admissions Representative		0	0	0	RA

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							A	M	E	
Linton, Kareen	AD	2/11/2013	FT	A.O.S. - Le Cordon Bleu Orlando - Culinary Arts	Career Services Representative		0	0	0	OT
Cristian Liuba	AD	3/1/2006	FT	A.A. - American Intercontinental University - Business	Director of Admissions		0	0	0	RA
Glenn Mack	AD	9/25/2005	FT	Ed.D. - Nova Southeastern University - Organizational Leadership; M.A. - Columbia University - International Affairs; B.A. The University of Texas at Austin Russian Language & Literature; A.A.S. Texas Culinary Academy - Culinary Arts	Campus President		0	0	0	AD
Ioan Masca	AD	9/21/2013	FT	Polotechnic University of Cluj Napoca - Engineering Technology	Admissions Representative		0	0	0	RA
Roderick Minger	AD	3/21/2014	FT	B.A. Stillman College - Music	Admissions Representative		0	0	0	RA

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							A	M	E	
Alecia Mitchell	AD	7/16/2012	FT	No degree	Student Finance Representative		0	0	0	FA
Chauncette Morrow	AD	9/28/2011	FT	M.B.A - Eastern University - Management; B.A.- Arcadia University - Theater/English	Admissions Representative		0	0	0	RA
Audric Owens	AD	2/16/2011	FT	No Degree	Admissions Representative		0	0	0	RA
Brandon Skinner	AD	12/3/2013	FT	No degree	Student Finance Representative		0	0	0	FA
Corey Smith	AD	11/7/2012	FT	M.B.A. - Strayer University - Management; B.A. - Southeastern Louisiana University - Marketing	Admissions Representative		0	0	0	RA
Michelle Stewart	AD	7/19/2012	FT	B.S. Colorado Technical University - International Business	Sr. Executive Admissions Representative		0	0	0	RA

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							A	M	E	
Cheryl Warren	AD	6/18/2012	FT	B.S. - Martin University - Business	Admissions Representative		0	0	0	RA
Renee Wilson	AD	9/27/2010	FT	B.A. - Western Michigan University - Marketing & Management	Registrar		0	0	0	AD
Guy Anderson	F	10/8/2009	FT	B.B.A. Campbell University - Business Administration A.O.S. The Culinary Institute of America - Culinary Arts	Foundations I, Food Science & Safety, College Success & Career Portfolio	AA	7	0	0	
Anne Armistead	F	8/18/2013	FT	A.O.S. - Art Institute of Atlanta - Culinary Arts	Externship Chef/Hospitality Supervision	AA	0	2	0	OT
Kristina Dahl	F	6/14/2004	FT	B.S - GA State University - Hospitality Administration A.A.S.Culinary Arts - Johnson & Wales	Catering & Buffet	AA	0	0	0	AD

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							A	M	E	
Albert DiFonzo	F	3/31/2004	FT	B.S - Florida International University - General Hospitality Management; A.O.S. - Culinary Arts - The Culinary Institute of America	Baking and Pastry	AA	7	0	0	
Brandon Dukes	F	9/16/2013	PT	A.O.S Culinary Institute of America - Culinary Arts Management	Wine & Beverage	AA	0	0	0	
Anna Fernandez	F	8/2/2004	FT	A.A. - Art Institute of Atlanta - Culinary Arts	Advanced Showpiece & Confectionary Techniques, Baking Principals and Viennoiserie	AA	7	0	0	
Nechellar Franklin	F	9/23/2013	PT	M.A. - Central Michigan University - Adult Education; B.A. - North Carolina Central University - English General	English	AA	0	0		