
From: Cathy Kouko <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A1CA839A566947E08CFD6A8E1DAC5CF1-CATHY KOUKO>
Sent: 8/21/2013 4:46:36 PM -0400
To: Lachlan Sands <lsands@[b](6)>
Subject: RE: 00048157 Le Cordon Bleu College of Culinary Arts App 53376 Additional Information Needed

Dear Mr. Sands,

Thank you very much for the uploaded documents. Some corrections were left out as below:

LCBC 105 & LCBK 212 course titles in Syllabi different from ACA and Catalog. I have opened a Syllabi task for you to upload a revised one.

LCBK 102 course title seems to be incorrect in the ACA and Catalog as opposed to the Syllabi. I have opened those tasks for the corrections.

Best regards,

Cathy Kouko
Program Analyst I

ACICS| Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336.[b](6)

F: 202.842.2593

www.acics.org

From: Lachlan Sands [mailto:lsands@[b](6)]
Sent: Monday, August 19, 2013 3:08 PM
To: Cathy Kouko
Subject: RE: 00048157 Le Cordon Bleu College of Culinary Arts App 53376 Additional Information Needed

Hi Cathy,

Sorry for the late reply, I just got back to my desk today. Thank you so much for the heads-up. We will get cracking on this immediately.

-Lachlan

Lachlan Sands M.Ed. CCC CCE | President | Le Cordon Bleu College of Culinary Arts – Las Vegas

Main 702-851-(b)(6) Cell (b)(6) Fax 847-396-8434

[\(b\)\(6\)">LSANDS@\(b\)\(6\)](mailto:LSANDS@<span style=)

ARE YOU BLEU?

From: Cathy Kouko [[\(b\)\(6\)">mailto:ckouko@\(b\)\(6\)](mailto:ckouko@<span style=)]
Sent: Monday, August 12, 2013 8:01 AM
To: ACICS-LCB-LasVegas; Lachlan Sands
Subject: 00048157 Le Cordon Bleu College of Culinary Arts App 53376 Additional Information Needed

Dear Mr. Sands,

After reviewing documentation in your school's new program application referenced above, we find that we need additional information. The information needed is as follows:

LCBC 100, LCBC 105, LCBK 102, LCBK 212, LCBK 222, ENG 150 & POL 200 course titles in Syllabi different from ACA and Catalog. I have opened a Syllabi task for you to upload a revised one.

LCBC 122, LCBC 215 & POL 200 course codes not in Syllabi. I have opened a Syllabi task for you to upload a revised one.

LCBK 212 course code in Syllabi different from ACA and Catalog. I have opened a Syllabi task for you to upload a revised one.

Spelling of Viennoiserie (LCBK 112) and Supervision (LCBK 215) incorrect in ACA. . I have opened an ACA task for you to upload a revised one.

Thank you for your assistance in providing the additional information needed so that we may complete the review of this application. Please contact me if you have

questions concerning this application.

Best regards,

Cathy Kouko

Program Analyst I

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750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336. (b)(6)

F: 202.842.2593

www.acics.org

From: Cathy Kouko <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A1CA839A566947E08CFD6A8E1DAC5CF1-CATHY KOUKO>
Sent: 8/22/2013 9:23:41 AM -0400
To: Lachlan Sands <lsands@[b](6)>
Subject: RE: 00048157 Le Cordon Bleu College of Culinary Arts App 53376 Additional Information Needed

Good morning,

Thank you for your email. The Syllabi task is open but incorrectly labeled as g) Syllabi (1) instead of g) Syllabi (2). Please let me know if you are still unable to access it.

Best regards,

Cathy Kouko
Program Analyst I

ACICS | Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336.[b](6)

F: 202.842.2593

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From: Lachlan Sands [mailto:lsands@[b](6)]
Sent: Wednesday, August 21, 2013 6:54 PM
To: Cathy Kouko
Subject: RE: 00048157 Le Cordon Bleu College of Culinary Arts App 53376 Additional Information Needed

Hi Cathy,

I went to upload the syllabi, but the task wasn't open. Would you mind opening? I uploaded the corrected catalog addendum and the ACA so in theory all should agree.

Thanks,

-Lachlan

Lachlan Sands M.Ed. CCC CCE | President | Le Cordon Bleu College of Culinary Arts – Las Vegas

Main 702-851-(b)(6) | Cell (b)(6) | Fax 847-396-8434

[\(b\)\(6\)](mailto:LSANDS@)

ARE YOU BLEU?

From: Cathy Kouko [[\(b\)\(6\)](mailto:ckouko@)]
Sent: Wednesday, August 21, 2013 1:47 PM
To: Lachlan Sands
Subject: RE: 00048157 Le Cordon Bleu College of Culinary Arts App 53376 Additional Information Needed

Dear Mr. Sands,

Thank you very much for the uploaded documents. Some corrections were left out as below:

LCBC 105 & LCBK 212 course titles in Syllabi different from ACA and Catalog. I have opened a Syllabi task for you to upload a revised one.

LCBK 102 course title seems to be incorrect in the ACA and Catalog as opposed to the Syllabi. I have opened those tasks for the corrections.

Best regards,

Cathy Kouko
Program Analyst I

ACICS| Accrediting Council for Independent Colleges & Schools

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Washington, DC 20002

T: 202.336 (b)(6)

F: 202.842.2593

www.acics.org

From: Lachlan Sands [[\(mailto:lsands@\[b\]\(6\)\)](mailto:lsands@[b](6))]
Sent: Monday, August 19, 2013 3:08 PM
To: Cathy Kouko
Subject: RE: 00048157 Le Cordon Bleu College of Culinary Arts App 53376 Additional Information Needed

Hi Cathy,

Sorry for the late reply, I just got back to my desk today. Thank you so much for the heads-up. We will get cracking on this immediately.

-Lachlan

Lachlan Sands M.Ed. CCC CCE | President | Le Cordon Bleu College of Culinary Arts – Las Vegas

Main 702-851-[b](6) | Cell [b](6) | Fax 847-396-8434

[\(mailto:LSANDS@\[b\]\(6\)\)](mailto:LSANDS@[b](6))

ARE YOU BLEU?

From: Cathy Kouko [[\(mailto:ckouko@\[b\]\(6\)\)](mailto:ckouko@[b](6))]
Sent: Monday, August 12, 2013 8:01 AM
To: ACICS-LCB-LasVegas; Lachlan Sands
Subject: 00048157 Le Cordon Bleu College of Culinary Arts App 53376 Additional Information Needed

Dear Mr. Sands,

After reviewing documentation in your school's new program application referenced above, we find that we need additional information. The information needed is as follows:

LCBC 100, LCBC 105, LCBK 102, LCBK 212, LCBK 222, ENG 150 & POL 200 course titles in Syllabi different from ACA and Catalog. I have opened a Syllabi task for you to upload a revised one.

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Best regards,

Cathy Kouko

Program Analyst I

ACICS| Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336.(b)(6)

F: 202.842.2593

www.acics.org

From: Lachlan Sands <lsands@[b](6)>
Sent: 8/21/2013 5:42:58 PM -0400
To: Cathy Kouko <ckouko@[b](6)>
Subject: RE: 00048157 Le Cordon Bleu College of Culinary Arts App 53376
Additional Information Needed

Sorry Cathy. I thought I got all of it. Fixing now.

Lachlan Sands M.Ed. CCC CCE | *President* | Le Cordon Bleu College of Culinary Arts – Las Vegas

Main 702-851-[b](6) | Cell [b](6) | Fax 847-396-8434

[LSANDS@\[b\]\(6\)](mailto:LSANDS@[b](6))

ARE YOU BLEU?

From: Cathy Kouko [mailto:ckouko@[b](6)]
Sent: Wednesday, August 21, 2013 1:47 PM
To: Lachlan Sands
Subject: RE: 00048157 Le Cordon Bleu College of Culinary Arts App 53376 Additional
Information Needed

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Best regards,

Cathy Kouko

Program Analyst I

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F: 202.842.2593

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From: Lachlan Sands [[\(b\)\(6\)](mailto:lsands@(b)(6))]
Sent: Monday, August 19, 2013 3:08 PM
To: Cathy Kouko
Subject: RE: 00048157 Le Cordon Bleu College of Culinary Arts App 53376 Additional Information Needed

Hi Cathy,

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-Lachlan

Lachlan Sands M.Ed. CCC CCE | President | Le Cordon Bleu College of Culinary Arts – Las Vegas

Main 702-851-5333 | Cell 702-763-1974 | Fax 847-396-8434

LSANDS@vegas.chefs.edu

ARE YOU BLEU?

From: Cathy Kouko [<mailto:ckouko@acics.org>]
Sent: Monday, August 12, 2013 8:01 AM
To: ACICS-LCB-LasVegas; Lachlan Sands
Subject: 00048157 Le Cordon Bleu College of Culinary Arts App 53376 Additional Information Needed

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After reviewing documentation in your school's new program application referenced above, we find that we need additional information. The information needed is as

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Best regards,

Cathy Kouko

Program Analyst I

ACICS| Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336. (b)(6)

F: 202.842.2593

www.acics.org

From: Cathy Kouko <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A1CA839A566947E08CFD6A8E1DAC5CF1-CATHY KOUKO>
Sent: 8/19/2013 2:51:38 PM -0400
To: Dalyce Bubemyre <DBubemyre@[b](6)>
CC: "Peter Lee (CEC)" <plee@[b](6)>; Michael Weller <MWeller@[b](6)>; Lisa Wilson <LWilson@[b](6)>
Subject: RE: 00048280 Eastwick College App 53451 Additional Information Needed

Thank you for your understanding!! I will begin the process of reviewing your application.

Best regards,

Cathy Kouko
Program Analyst I

ACICS| Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336.6790

F: 202.842.2593

www.acics.org

From: Dalyce Bubemyre [mailto:DBubemyre@[b](6)]
Sent: Friday, August 16, 2013 6:27 PM
To: Cathy Kouko
Cc: Peter Lee (CEC); Michael Weller; Lisa Wilson
Subject: RE: 00048280 Eastwick College App 53451 Additional Information Needed

Dear Ms. Kouko,

I apologize for the misunderstanding. I confirmed this was indeed intended for Le Cordon Bleu College of Culinary Arts (00048280). I have uploaded the proper New Program Application to the task you opened. Thank you for letting us know and we apologize for the inconvenience. Please do not hesitate to let us know is there is anything further we can do to support your review.

Regards,

Dalyce Bubemyre

Regulatory Operations Consultant

Career Education Corporation

350 Rhode Island Street

San Francisco, CA 94103

Mobile | 415.787.0187

Office | 415.216.4376

Email | dbubemyre@ (b)(6)



From: Lisa Wilson
Sent: Friday, August 16, 2013 2:51 PM
To: Cathy Kouko
Cc: Dalyce Bubemyre; Peter Lee (CEC)
Subject: RE: 00048280 Eastwick College App 53451 Additional Information Needed

Good afternoon Cathy. I think your message may have been misdirected. You sent it to Le Cordon Bleu College of Culinary Arts in San Francisco, CA, but your topic referenced "Eastwick College".

Chef Lisa



Chef Lisa Wilson

Campus Director of Career Services

Le Cordon Bleu College of Culinary Arts

350 Rhode Island Street, San Francisco, CA 94103

Direct 415-216-(b)(6) | Fax 415-707-6161

Join our [Le Cordon Bleu](#) Community!



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.***

From: Cathy Kouko [[\(b\)\(6\)](mailto:ckouko@(b)(6))]
Sent: Friday, August 16, 2013 1:26 PM
To: ACICS-LCB-SanFran
Subject: 00048280 Eastwick College App 53451 Additional Information Needed

To whom it may concern,

After reviewing documentation in your school's new program applications referenced above, we find that we need additional information. The information needed is as follows:

- A Narrative has been uploaded into the application task. I have opened another application task for you to submit the application.

Thank you for your assistance in providing the additional information needed so that we may complete the review of these applications. Please contact me if you have questions concerning this application.

Best regards,

Cathy Kouko

Program Analyst I

ACICS| Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336. (b)(8)

F: 202.842.2593

www.acics.org



From: Lisa Wilson <LWilson@[b](6)>
Sent: 8/16/2013 5:51:11 PM -0400
To: Cathy Kouko <ckouko@[b](6)>
CC: Dalyce Bubemyre <DBubemyre@[b](6)>; "Peter Lee (CEC)" <plee@[b](6)>
Subject: RE: 00048280 Eastwick College App 53451 Additional Information Needed

Good afternoon Cathy. I think your message may have been misdirected. You sent it to Le Cordon Bleu College of Culinary Arts in San Francisco, CA, but your topic referenced "Eastwick College".

Chef Lisa



Chef Lisa Wilson

Campus Director of Career Services

Le Cordon Bleu College of Culinary Arts

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Vision - ***Le Cordon Bleu will be recognized as the premier source of professional cooks who receive the highest value education in the culinary industry.***

From: Cathy Kouko [mailto:ckouko@[b](6)]
Sent: Friday, August 16, 2013 1:26 PM
To: ACICS-LCB-SanFran
Subject: 00048280 Eastwick College App 53451 Additional Information Needed

To whom it may concern,

After reviewing documentation in your school's new program applications referenced above, we find that we need additional information. The information needed is as follows:

- A Narrative has been uploaded into the application task. I have opened another application task for you to submit the application.

Thank you for your assistance in providing the additional information needed so that we may complete the review of these applications. Please contact me if you have questions concerning this application.

Best regards,

Cathy Kouko

Program Analyst I

ACICS| Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336. (b)(6)

F: 202.842.2593

www.acics.org



From: Dalyce Bubemyre <DBubemyre@[b](6)>
Sent: 8/29/2013 6:01:53 PM -0400
To: Cathy Kouko <ckouko@[b](6)>
CC: Michael Weller <MWeller@[b](6)>
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Hello Ms. Kouko,

I would like to offer my apologies for the delayed response to your email as well as the errors and any inconvenience they have caused. Chef Weller is working to complete the correct ACA. Additionally, if you would please open another task for the application we would appreciate it. Have a wonderful holiday weekend and thank you once again for your patience.

Regards,

Dalyce Bubemyre

Regulatory Operations Consultant

Career Education Corporation

350 Rhode Island Street

San Francisco, CA 94103

Mobile | 415.787.[b](6)

Office | 415.216.4376

Email | dbubemyre@careered.com



From: Cathy Kouko [mailto:ckouko@[b](6)]
Sent: Wednesday, August 21, 2013 12:50 PM
To: Dalyce Bubemyre; ACICS-LCB-SanFran; Michael Weller

Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Good afternoon,

Thank you so much for your prompt response. Unfortunately, I just noticed that the contact hours on the ACA don't match the contact hours on the application. Please let me know if I need to open an application task for this correction. Also, please go to our website and download the current ACA. It can be found under Accreditation→ Applications and Forms→ New Program Application→ Academic Credit Analysis. An ACA task has been opened for the completed revised one.

Best regards,

Cathy Kouko

Program Analyst I

ACICS| Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336.(b)(6)

F: 202.842.2593

www.acics.org

From: Dalyce Bubemyre [<mailto:DBubemyre@acics.org>](b)(6)
Sent: Tuesday, August 20, 2013 4:53 PM
To: Cathy Kouko; ACICS-LCB-SanFran; Michael Weller
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Hello Ms. Kouko,

Thank you for letting us know about the correction to the ACA. The edit has been made and the new ACA has been uploaded to the New Program Application. We appreciate your patience. Please do not hesitate to contact us with any further questions or requirements.

Regards,

Dalyce Bubemyre

Regulatory Operations Consultant

Career Education Corporation

350 Rhode Island Street

San Francisco, CA 94103

Mobile | (b)(6)

Office | 415.216.(b)(6)

Email | dbubemyre@(b)(6)



From: Cathy Kouko [<mailto:ckouko@>(b)(6)]
Sent: Tuesday, August 20, 2013 6:55 AM
To: ACICS-LCB-SanFran; Michael Weller
Subject: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Dear Chef Weller,

After reviewing documentation in your school's new program applications referenced above, we find that we need additional information. The information needed is as follows:

- LCBK 102 is missing the word Techniques at the end of the course title. I have opened an ACA task for you to upload a revised one.

Thank you for your assistance in providing the additional information needed so that we may complete the review of these applications. Please contact me if you have questions concerning this application.

Best regards,

Cathy Kouko

Program Analyst I

ACICS| Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336. (b) (6)

F: 202.842.2593

www.acics.org

From: Dalyce Bubemyre <DBubemyre@[b](6)>
Sent: 9/4/2013 6:41:36 PM -0400
To: Cathy Kouko <ckouko@[b](6)>
CC: Michael Weller <MWeller@[b](6)>; "Peter Lee (CEC)" <plee@[b](6)>
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed
Attachments: Copy of Copy of LCB San Francisco_ACICS_PB AOS ACA_09-04-13.xls

Dear Ms. Kouko,

Thank you for your continued kindness. The updated Application has been uploaded, however, we could not locate an open task for the ACA. I have attached it to this email, and if you need it to be loaded to the site, please just let us know when that task has been opened...or where we can find it if in fact we missed it.

Best Regards,

Dalyce Bubemyre

Regulatory Operations Consultant

Career Education Corporation

350 Rhode Island Street

San Francisco, CA 94103

Mobile | [b](6)

Office | 415.216.[b](6)

Email | dbubemyre@[b](6)



From: Cathy Kouko [mailto:ckouko@[b](6)]

Sent: Friday, August 30, 2013 5:55 AM
To: Dalyce Bubemyre
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Good morning,

Thank you for your email; take as much time as you need! An application task has been opened.

Best regards,

Cathy Kouko
Program Analyst I

ACICS| Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336.(b)(6)

F: 202.842.2593

www.acics.org

From: Dalyce Bubemyre [[\(b\)\(6\)](mailto:DBubemyre@(b)(6))]
Sent: Thursday, August 29, 2013 6:02 PM
To: Cathy Kouko
Cc: Michael Weller
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Hello Ms. Kouko,

I would like to offer my apologies for the delayed response to your email as well as the errors and any inconvenience they have caused. Chef Weller is working to complete the correct ACA. Additionally, if you would please open another task for the application we would appreciate it. Have a wonderful holiday weekend and thank you once again for your patience.

Regards,

Dalyce Bubemyre

Regulatory Operations Consultant

Career Education Corporation

350 Rhode Island Street

San Francisco, CA 94103

Mobile | (b)(6)

Office | 415.216 (b)(6)

Email | dbubemyre@(b)(6)



From: Cathy Kouko [<mailto:ckouko@>(b)(6)]
Sent: Wednesday, August 21, 2013 12:50 PM
To: Dalyce Bubemyre; ACICS-LCB-SanFran; Michael Weller
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Good afternoon,

Thank you so much for your prompt response. Unfortunately, I just noticed that the contact hours on the ACA don't match the contact hours on the application. Please let me know if I need to open an application task for this correction. Also, please go to our website and download the current ACA. It can be found under Accreditation→ Applications and Forms→ New Program Application→ Academic Credit Analysis. An ACA task has been opened for the completed revised one.

Best regards,

Cathy Kouko

Program Analyst I

ACICS| Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336. (b)(6)

F: 202.842.2593

www.acics.org

From: Dalyce Bubemyre [[\(b\)\(6\)](mailto:DBubemyre@ (b)(6))]
Sent: Tuesday, August 20, 2013 4:53 PM
To: Cathy Kouko; ACICS-LCB-SanFran; Michael Weller
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Hello Ms. Kouko,

Thank you for letting us know about the correction to the ACA. The edit has been made and the new ACA has been uploaded to the New Program Application. We appreciate your patience. Please do not hesitate to contact us with any further questions or requirements.

Regards,

Dalyce Bubemyre

Regulatory Operations Consultant

Career Education Corporation

350 Rhode Island Street

San Francisco, CA 94103

Mobile | (b)(6)

Office | 415.216.(b)(6)

Email | [\(b\)\(6\)](mailto:dbubemyre@(b)(6))



From: Cathy Kouko [[\(b\)\(6\)](mailto:ckouko@(b)(6))]
Sent: Tuesday, August 20, 2013 6:55 AM
To: ACICS-LCB-SanFran; Michael Weller
Subject: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Dear Chef Weller,

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From: Cathy Kouko <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A1CA839A566947E08CFD6A8E1DAC5CF1-CATHY KOUKO>
Sent: 8/19/2013 2:49:43 PM -0400
To: Lisa Wilson <LWilson@[b](6)>
CC: Dalyce Bubemyre <DBubemyre@[b](6)>; "Peter Lee (CEC)" <plee@[b](6)>
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Good afternoon Chef Lisa,

Thank you so much for your email and bringing the error to my attention. The school name is incorrect but the information needed is from Le Cordon Bleu. I apologize for the error and have corrected it above. Please submit the application for Institution ID 00048280 App 53451

Best regards,

Cathy Kouko

Program Analyst I

ACICS | Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336.[b](6)

F: 202.842.2593

www.acics.org

From: Lisa Wilson [mailto:LWilson@[b](6)]
Sent: Friday, August 16, 2013 5:51 PM
To: Cathy Kouko
Cc: Dalyce Bubemyre; Peter Lee (CEC)
Subject: RE: 00048280 Eastwick College App 53451 Additional Information Needed

Good afternoon Cathy. I think your message may have been misdirected. You sent it to Le Cordon Bleu College of Culinary Arts in San Francisco, CA, but your topic referenced "Eastwick College".

Chef Lisa



Chef Lisa Wilson

Campus Director of Career Services

Le Cordon Bleu College of Culinary Arts

350 Rhode Island Street, San Francisco, CA 94103

Direct 415-216-(b)(6) | Fax 415-707-6161

Join our [Le Cordon Bleu](#) Community!



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Vision - ***Le Cordon Bleu will be recognized as the premier source of professional cooks who receive the highest value education in the culinary industry.***

From: Cathy Kouko [[\(b\)\(6\)](mailto:ckouko@(b)(6))]
Sent: Friday, August 16, 2013 1:26 PM
To: ACICS-LCB-SanFran
Subject: 00048280 Eastwick College App 53451 Additional Information Needed

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After reviewing documentation in your school's new program applications referenced above, we find that we need additional information. The information needed is as follows:

- A Narrative has been uploaded into the application task. I have opened another application task for you to submit the application.

Thank you for your assistance in providing the additional information needed so that we may complete the review of these applications. Please contact me if you have questions concerning this application.

Best regards,

Cathy Kouko

Program Analyst I

ACICS| Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336.(b)(6)

F: 202.842.2593

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From: Cathy Kouko <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A1CA839A566947E08CFD6A8E1DAC5CF1-CATHY KOUKO>
Sent: 8/21/2013 3:50:14 PM -0400
To: Dalyce Bubemyre <DBubemyre@[b](6)>; ACICS-LCB-SanFran <acicsinfo@[b](6)>; Michael Weller <MWeller@[b](6)>
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Good afternoon,

Thank you so much for your prompt response. Unfortunately, I just noticed that the contact hours on the ACA don't match the contact hours on the application. Please let me know if I need to open an application task for this correction. Also, please go to our website and download the current ACA. It can be found under Accreditation→ Applications and Forms→ New Program Application→ Academic Credit Analysis. An ACA task has been opened for the completed revised one.

Best regards,

Cathy Kouko

Program Analyst I

ACICS| Accrediting Council for Independent Colleges & Schools

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Washington, DC 20002

T: 202.336.[b](6)

F: 202.842.2593

www.acics.org

From: Dalyce Bubemyre [mailto:DBubemyre@[b](6)]
Sent: Tuesday, August 20, 2013 4:53 PM
To: Cathy Kouko; ACICS-LCB-SanFran; Michael Weller
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Hello Ms. Kouko,

Thank you for letting us know about the correction to the ACA. The edit has been

made and the new ACA has been uploaded to the New Program Application. We appreciate your patience. Please do not hesitate to contact us with any further questions or requirements.

Regards,

Dalyce Bubemyre

Regulatory Operations Consultant

Career Education Corporation

350 Rhode Island Street

San Francisco, CA 94103

Mobile | 415.787.0187

Office | 415.216.4376

Email | [\(b\)\(6\)](mailto:dbubemyre@(b)(6))



From: Cathy Kouko [[\(b\)\(6\)](mailto:ckouko@(b)(6))]
Sent: Tuesday, August 20, 2013 6:55 AM
To: ACICS-LCB-SanFran; Michael Weller
Subject: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Dear Chef Weller,

After reviewing documentation in your school's new program applications referenced above, we find that we need additional information. The information needed is as follows:

- LCBK 102 is missing the word Techniques at the end of the course title. I have opened an ACA task for you to upload a revised one.

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Best regards,

Cathy Kouko

Program Analyst I

ACICS| Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336. (b)(6)

F: 202.842.2593

www.acics.org

From: Dalyce Bubemyre <DBubemyre@sf.chefs.edu>
Sent: 8/20/2013 4:52:51 PM -0400
To: Cathy Kouko <ckouko@acics.org>; ACICS-LCB-SanFran <acicsinfo@sf.chefs.edu>; Michael Weller <MWeller@sf.chefs.edu>
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Hello Ms. Kouko,

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Regards,

Dalyce Bubemyre

Regulatory Operations Consultant

Career Education Corporation

350 Rhode Island Street

San Francisco, CA 94103

Mobile | (b)(6)

Office | 415.216.(b)(6)

Email | dbubemyre@(b)(6)



From: Cathy Kouko [mailto:ckouko@(b)(6)]
Sent: Tuesday, August 20, 2013 6:55 AM
To: ACICS-LCB-SanFran; Michael Weller

Subject: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

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Best regards,

Cathy Kouko

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ACICS| Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336. (b)(6)

F: 202.842.2593

www.acics.org

From: Cathy Kouko <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A1CA839A566947E08CFD6A8E1DAC5CF1-CATHY KOUKO>
Sent: 8/30/2013 8:55:20 AM -0400
To: Dalyce Bubemyre <DBubemyre@[b](6)>
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Good morning,

Thank you for your email; take as much time as you need! An application task has been opened.

Best regards,

Cathy Kouko
Program Analyst I

ACICS| Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336.[b](6)

F: 202.842.2593

www.acics.org

From: Dalyce Bubemyre [mailto:DBubemyre@[b](6)]
Sent: Thursday, August 29, 2013 6:02 PM
To: Cathy Kouko
Cc: Michael Weller
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Hello Ms. Kouko,

I would like to offer my apologies for the delayed response to your email as well as the errors and any inconvenience they have caused. Chef Weller is working to complete the correct ACA. Additionally, if you would please open another task for the application we would appreciate it. Have a wonderful holiday weekend and

thank you once again for your patience.

Regards,

Dalyce Bubemyre

Regulatory Operations Consultant

Career Education Corporation

350 Rhode Island Street

San Francisco, CA 94103

Mobile | 415.787.0187

Office | 415.216.4376

Email | dbubemyre@ (b)(6)



From: Cathy Kouko [<mailto:ckouko@> (b)(6)]
Sent: Wednesday, August 21, 2013 12:50 PM
To: Dalyce Bubemyre; ACICS-LCB-SanFran; Michael Weller
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Good afternoon,

Thank you so much for your prompt response. Unfortunately, I just noticed that the contact hours on the ACA don't match the contact hours on the application. Please let me know if I need to open an application task for this correction. Also, please go to our website and download the current ACA. It can be found under Accreditation→ Applications and Forms→ New Program Application→ Academic Credit Analysis. An ACA task has been opened for the completed revised one.

Best regards,

Cathy Kouko
Program Analyst I

ACICS| Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336.6790

F: 202.842.2593

www.acics.org

From: Dalyce Bubemyre [<mailto:DBubemyre@>(b)(6)]
Sent: Tuesday, August 20, 2013 4:53 PM
To: Cathy Kouko; ACICS-LCB-SanFran; Michael Weller
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Hello Ms. Kouko,

Thank you for letting us know about the correction to the ACA. The edit has been made and the new ACA has been uploaded to the New Program Application. We appreciate your patience. Please do not hesitate to contact us with any further questions or requirements.

Regards,

Dalyce Bubemyre
Regulatory Operations Consultant
Career Education Corporation
350 Rhode Island Street

San Francisco, CA 94103

Mobile | (b)(6)

Office | 415.216.(b)(6)

Email | [\(b\)\(6\)](mailto:dbubemyre@(b)(6))



From: Cathy Kouko [[\(mailto:ckouko@\(b\)\(6\)\)](mailto:ckouko@(b)(6))]
Sent: Tuesday, August 20, 2013 6:55 AM
To: ACICS-LCB-SanFran; Michael Weller
Subject: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

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After reviewing documentation in your school's new program applications referenced above, we find that we need additional information. The information needed is as follows:

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Best regards,

Cathy Kouko

Program Analyst I

ACICS | Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336. (b)(3)

F: 202.842.2593

www.acics.org

From: Cathy Kouko <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A1CA839A566947E08CFD6A8E1DAC5CF1-CATHY KOUKO>
Sent: 9/5/2013 8:57:28 AM -0400
To: Dalyce Bubemyre <DBubemyre@ (b)(6)>
CC: Michael Weller <MWeller@ (b)(6)>; "Peter Lee (CEC)" <plee@ (b)(6)>
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Good morning,

Thank you for your email. The ACA task had been incorrectly titled; That has been corrected and its now available. Please upload the ACA.

Thank you!

Cathy Kouko

Program Analyst I

Accrediting Council for Independent Colleges and Schools

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From: Dalyce Bubemyre [mailto:DBubemyre@(b)(6)]
Sent: Wednesday, September 04, 2013 6:42 PM
To: Cathy Kouko
Cc: Michael Weller; Peter Lee (CEC)
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Dear Ms. Kouko,

Thank you for your continued kindness. The updated Application has been uploaded, however, we could not locate an open task for the ACA. I have attached it to this email, and if you need it to be loaded to the site, please just let us know when that task has been opened...or where we can find it if in fact we missed it.

Best Regards,

Dalyce Bubemyre

Regulatory Operations Consultant

Career Education Corporation

350 Rhode Island Street

San Francisco, CA 94103

Mobile | 415.787.(b)(6)

Office | 415.216.4376

Email | [\(b\)\(6\)">dbubemyre@\(b\)\(6\)](mailto:dbubemyre@<span style=)



From: Cathy Kouko [mailto:ckouko@(b)(6)]
Sent: Friday, August 30, 2013 5:55 AM
To: Dalyce Bubemyre
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Good morning,

Thank you for your email; take as much time as you need! An application task has been opened.

Best regards,

Cathy Kouko
Program Analyst I

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750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336.(b)(6)

F: 202.842.2593

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From: Dalyce Bubemyre [mailto:DBubemyre@ (b)(6)]
Sent: Thursday, August 29, 2013 6:02 PM
To: Cathy Kouko
Cc: Michael Weller
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Hello Ms. Kouko,

I would like to offer my apologies for the delayed response to your email as well as the errors and any inconvenience they have caused. Chef Weller is working to complete the correct ACA. Additionally, if you would please open another task for the application we would appreciate it. Have a wonderful holiday weekend and

thank you once again for your patience.

Regards,

Dalyce Bubemyre

Regulatory Operations Consultant

Career Education Corporation

350 Rhode Island Street

San Francisco, CA 94103

Mobile | 415.787.0187

Office | 415.216.4376

Email | [\(b\)\(6\)](mailto:dbubemyre@(b)(6))



From: Cathy Kouko [[\(b\)\(6\)](mailto:ckouko@(b)(6))]
Sent: Wednesday, August 21, 2013 12:50 PM
To: Dalyce Bubemyre; ACICS-LCB-SanFran; Michael Weller
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Good afternoon,

Thank you so much for your prompt response. Unfortunately, I just noticed that the contact hours on the ACA don't match the contact hours on the application. Please let me know if I need to open an application task for this correction. Also, please go to our website and download the current ACA. It can be found under Accreditation→ Applications and Forms→ New Program Application→ Academic Credit Analysis. An ACA task has been opened for the completed revised one.

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Program Analyst I

ACICS| Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336.(b)(6)

F: 202.842.2593

www.acics.org

From: Dalyce Bubemyre [mailto:DBubemyre@(b)(6)]
Sent: Tuesday, August 20, 2013 4:53 PM
To: Cathy Kouko; ACICS-LCB-SanFran; Michael Weller
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Hello Ms. Kouko,

Thank you for letting us know about the correction to the ACA. The edit has been made and the new ACA has been uploaded to the New Program Application. We appreciate your patience. Please do not hesitate to contact us with any further questions or requirements.

Regards,

Dalyce Bubemyre
Regulatory Operations Consultant
Career Education Corporation
350 Rhode Island Street

San Francisco, CA 94103

Mobile | (b)(6)

Office | 415.216 (b)(6)

Email | [\(b\)\(6\)](mailto:dbubemyre@(b)(6))



From: Cathy Kouko [[\(b\)\(6\)](mailto:ckouko@(b)(6))]
Sent: Tuesday, August 20, 2013 6:55 AM
To: ACICS-LCB-SanFran; Michael Weller
Subject: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Dear Chef Weller,

After reviewing documentation in your school's new program applications referenced above, we find that we need additional information. The information needed is as follows:

- LCBK 102 is missing the word Techniques at the end of the course title. I have opened an ACA task for you to upload a revised one.

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Best regards,

Cathy Kouko

Program Analyst I

ACICS | Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T: 202.336. (b)(6)

F: 202.842.2593

www.acics.org

From: Dalyce Bubemyre <DBubemyre@[b](6)>
Sent: 9/5/2013 12:08:17 PM -0400
To: Cathy Kouko <ckouko@[b](6)>
CC: Michael Weller <MWeller@[b](6)>; "Peter Lee (CEC)" <plee@[b](6)>
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Good Morning,

The corrected ACA has now been uploaded.

Regards,

Dalyce Bubemyre

Regulatory Operations Consultant

Career Education Corporation

350 Rhode Island Street

San Francisco, CA 94103

Mobile | 415.787.0187

Office | 415.216.4376

Email | dbubemyre@[b](6)



From: Cathy Kouko [mailto:ckouko@[b](6)]
Sent: Thursday, September 05, 2013 5:57 AM
To: Dalyce Bubemyre
Cc: Michael Weller; Peter Lee (CEC)
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Good morning,

Thank you for your email. The ACA task had been incorrectly titled; That has been corrected and its now available. Please upload the ACA.

Thank you!

Cathy Kouko

Program Analyst I

Accrediting Council for Independent Colleges and Schools

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From: Dalyce Bubemyre [[\(b\)\(6\)](mailto:DBubemyre@(b)(6))]

Sent: Wednesday, September 04, 2013 6:42 PM

To: Cathy Kouko

Cc: Michael Weller; Peter Lee (CEC)

Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Dear Ms. Kouko,

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San Francisco, CA 94103

Mobile | 415.787.0187

Office | 415.216.4376

Email | [\(b\)\(6\)](mailto:dbubemyre@[b](6))



From: Cathy Kouko [[\(b\)\(6\)](mailto:ckouko@[b](6))]

Sent: Friday, August 30, 2013 5:55 AM

To: Dalyce Bubemyre

Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Good morning,

Thank you for your email; take as much time as you need! An application task has been opened.

Best regards,

Cathy Kouko

Program Analyst I

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Washington, DC 20002

T: 202.336.6790

F: 202.842.2593

www.acics.org

From: Dalyce Bubemyre [[\(b\)\(6\)](mailto:DBubemyre@(b)(6))]
Sent: Thursday, August 29, 2013 6:02 PM
To: Cathy Kouko
Cc: Michael Weller
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

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San Francisco, CA 94103

Mobile | 415.787.0187

Office | 415.216.4376

Email | [\(b\)\(6\)](mailto:dbubemyre@(b)(6))



From: Cathy Kouko [[\(b\)\(6\)](mailto:ckouko@(b)(6))]
Sent: Wednesday, August 21, 2013 12:50 PM
To: Dalyce Bubemyre; ACICS-LCB-SanFran; Michael Weller
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

Good afternoon,

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F: 202.842.2593

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From: Dalyce Bubemyre [[\(b\)\(6\)](mailto:DBubemyre@(b)(6))]
Sent: Tuesday, August 20, 2013 4:53 PM
To: Cathy Kouko; ACICS-LCB-SanFran; Michael Weller
Subject: RE: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

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Career Education Corporation

350 Rhode Island Street

San Francisco, CA 94103

Mobile | (b)(6)

Office | 415.216.(b)(6)

Email | [\(b\)\(6\)](mailto:dbubemyre@(b)(6))



From: Cathy Kouko [[\(b\)\(6\)](mailto:ckouko@(b)(6))]
Sent: Tuesday, August 20, 2013 6:55 AM
To: ACICS-LCB-SanFran; Michael Weller
Subject: 00048280 Le Cordon Bleu App 53451 Additional Information Needed

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Washington, DC 20002

T: 202.336.(b)(6)

F: 202.842.2593

www.acics.org

From: Cathy Kouko <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a1ca839a566947e08cfd6a8e1dac5cf1-Cathy Kouko>
Sent: 6/5/2015 2:33:25 PM -0400
To: 'Mario Novo' <mnovo@[b](6)>
Subject: RE: Distance Ed/Sub or non sub question

Good afternoon Mr. Novo,

Thank you for following up. The person who handles non-sub applications was not in yesterday. All you will need is the distance education application.

Best Regards,

Cathy Kouko

Program Analyst I

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

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From: Mario Novo [mailto:mnovo@[b](6)]
Sent: Friday, June 05, 2015 1:35 PM
To: Cathy Kouko

Subject: Distance Ed/Sub or Non sub question

Good afternoon Cathy

I was just following up to see if you had found out if changing general education and core courses in an existing approved AOS program from ground to online delivery would also need a substantive or non-substantive program application in addition to the Distance Education application as well?

Thank you again

Mario

Chef Mario Novo

Regulatory Operations Consultant | Licensing and Accreditation | Le Cordon Bleu

Direct | 503..414. (b)(6) | Fax 847.396.8998 | Mobile (b)(6)



From: Mario Novo <mnovo@[b](6)>
Sent: 6/5/2015 2:35:06 PM -0400
To: Cathy Kouko <ckouko@[b](6)>
Subject: RE: Distance Ed/Sub or Non sub question

Thank you!

Chef Mario Novo | *Regulatory Operations Consultant*

Licensing and Accreditation

From: Cathy Kouko [mailto:ckouko@[b](6)]
Sent: Friday, June 05, 2015 11:34 AM
To: Mario Novo
Subject: RE: Distance Ed/Sub or Non sub question

Good afternoon Mr. Novo,

Thank you for following up. The person who handles non-sub applications was not in yesterday. All you will need is the distance education application.

Best Regards,

Cathy Kouko

Program Analyst I

Accrediting Council for Independent Colleges and Schools

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From: Mario Novo [mailto:mnov@[REDACTED]]
Sent: Friday, June 05, 2015 1:35 PM
To: Cathy Kouko
Subject: Distance Ed/Sub or Non sub question

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Thank you again

Mario

Chef Mario Novo

Regulatory Operations Consultant | Licensing and Accreditation | Le Cordon Bleu

Direct | 503.414.[REDACTED] | Fax 847.396.8998 | Mobile [REDACTED]



From: Cathy Kouko <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A1CA839A566947E08CFD6A8E1DAC5CF1-CATHY KOUKO>
Sent: 5/21/2014 8:11:39 AM -0400
To: Lachlan Sands <lsands@[b](6)>
Subject: RE: Gen eds

Good morning,

Thank you so much! Have a wonderful day.

Best Regards,

Cathy Kouko

Program Analyst I

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

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Like us on Facebook - <http://facebook.com/acicsaccredits>

From: Lachlan Sands [mailto:lsands@[b](6)]
Sent: Tuesday, May 20, 2014 5:47 PM
To: Cathy Kouko
Subject: Gen eds

Hi Cathy,

To follow up on our conversation on Monday, it looks like we will drop Psychology. That still leaves us with the breadth of subject matter we need. I am working on the change form now.

Thanks again,

-Lachlan

Lachlan Sands M.Ed. CCC CCE | *President* | Le Cordon Bleu College of Culinary Arts – Las Vegas

1451 Center Crossing Rd, Las Vegas NV 89144

Main 702-851-(b)(6) | Cell (b)(6) | Fax 847-396-8434

[LSANDS@\(b\)\(6\)](mailto:LSANDS@(b)(6))



ARE YOU BLEU?



From: Mario Novo <mnovo@[b](6)>
Sent: 12/8/2015 2:53:58 PM -0500
To: Cathy Kouko <ckouko@[b](6)>
Subject: RE: LCB Las Vegas - Change of start date Wine and Beverage program

Thank you, we will send it shortly.

Chef Mario Novo | *Regulatory Operations Consultant*

Licensing and Accreditation

From: Cathy Kouko [mailto:ckouko@[b](6)]
Sent: Tuesday, December 08, 2015 11:53 AM
To: Mario Novo
Subject: RE: LCB Las Vegas - Change of start date Wine and Beverage program

Dear Mr. Novo,

Thank you for your email. I do not have a record of receiving your intent to postponed the proposed start date of this program. Please submit it in an attachment so I can file it in the campus folder and send out a confirmation.

Best Regards,

Cathy Kouko

Program Analyst I

Accrediting Council for Independent Colleges and Schools

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From: Mario Novo [mailto:mnovo@(b)(5)]
Sent: Tuesday, December 08, 2015 1:22 PM
To: Cathy Kouko
Subject: LCB Las Vegas - Change of start date Wine and Beverage program

Hi Ms. Kouko

LCB Las Vegas will be changing the start date for the Certificate in Le Cordon Bleu Wine and Beverage program again from January 4 to May 16. I was going to send the letter but when looking in my archives see I did not receive a confirmation of the original letter (see below) sent earlier this year.

Can you please let me know if you have record of the Commission receiving the original letter?

Thank you so much

Mario

August 25, 2015

Cathy Kouko
Program Analyst I

Accrediting Council for Independent Colleges and Schools

750 First Street, NE Suite 980

Washington, DC 20002

RE: Le Cordon Bleu College of Culinary Arts – Las Vegas
ACICS ID: 00048157

Change of Start Date – Certificate in Le Cordon Bleu Wine and
Beverage Program

Dear Ms. Kouko,

On April 21, 2015, Le Cordon Bleu College of Culinary Arts in Las Vegas received approval for the Certificate in Le Cordon Bleu Wine and Beverage program. The campus initially planned on starting this program September 28, 2015. We request to revise this start date to January 4, 2016 as we have applied with and are still pending approval from the Department of Education to offer Title IV HEA funds for this program.

If you have any questions or need further information please do not hesitate to contact me directly at (702) 851-(b)(6) or by email at [MFreeland@\(b\)\(6\)](mailto:MFreeland@(b)(6))

Sincerely,

Mark Freeland

Interim Campus Administrator

Chef Mario Novo

Regulatory Operations Consultant | Licensing and Accreditation | Le Cordon Bleu

Direct | 503..414. (b)(6) Fax 847.396.8998 | Mobile (b)(6)

From: Cathy Kouko <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a1ca839a566947e08cfd6a8e1dac5cf1-Cathy Kouko>
Sent: 12/8/2015 2:51:52 PM -0500
To: 'Mario Novo' <mnovo@[b](6)>
Subject: RE: LCB Las Vegas - Change of start date Wine and Beverage program

Dear Mr. Novo,

Thank you for your email. I do not have a record of receiving your intent to postponed the proposed start date of this program. Please submit it in an attachment so I can file it in the campus folder and send out a confirmation.

Best Regards,

Cathy Kouko

Program Analyst I

Accrediting Council for Independent Colleges and Schools

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From: Mario Novo [mailto:mnovo@[b](6)]
Sent: Tuesday, December 08, 2015 1:22 PM
To: Cathy Kouko

Subject: LCB Las Vegas - Change of start date Wine and Beverage program

Hi Ms. Kouko

LCB Las Vegas will be changing the start date for the Certificate in Le Cordon Bleu Wine and Beverage program again from January 4 to May 16. I was going to send the letter but when looking in my archives see I did not receive a confirmation of the original letter (see below) sent earlier this year.

Can you please let me know if you have record of the Commission receiving the original letter?

Thank you so much

Mario

August 25, 2015

Cathy Kouko

Program Analyst I

Accrediting Council for Independent Colleges and Schools

750 First Street, NE Suite 980

Washington, DC 20002

RE: Le Cordon Bleu College of Culinary Arts – Las Vegas
ACICS ID: 00048157

Change of Start Date – Certificate in Le Cordon Bleu Wine and Beverage Program

Dear Ms. Kouko,

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If you have any questions or need further information please do not hesitate to contact me directly at (702) 851- (b)(6) or by email at [\(b\)\(6\)](mailto:MFreeland@(b)(6))

Sincerely,

Mark Freeland

Interim Campus Administrator

Chef Mario Novo

Regulatory Operations Consultant | Licensing and Accreditation | Le Cordon Bleu

Direct | 503..414. (b)(6) | Fax 847.396.8998 | Mobile (b)(6)

From: Mario Novo <mnovo@[b](6)>
Sent: 12/8/2015 5:33:28 PM -0500
To: Cathy Kouko <ckouko@[b](6)>
Subject: RE: LCB Las Vegas - Change of start date Wine and Beverage program
Attachments: LCB Las Vegas_ACICS_Wine Beverage Start Delay_12-8-15.pdf

Dear Ms. Kouko

Attached please find the request to extend the start date for the Certificate in Le Cordon Bleu Wine and Beverage program for LCB Las Vegas.

Thank you very much for your assistance.

Mario

Chef Mario Novo | *Regulatory Operations Consultant*

Licensing and Accreditation

From: Cathy Kouko [mailto:ckouko@[b](6)]
Sent: Tuesday, December 08, 2015 11:53 AM
To: Mario Novo
Subject: RE: LCB Las Vegas - Change of start date Wine and Beverage program

Dear Mr. Novo,

Thank you for your email. I do not have a record of receiving your intent to postponed the proposed start date of this program. Please submit it in an attachment so I can file it in the campus folder and send out a confirmation.

Best Regards,

Cathy Kouko

Program Analyst I

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From: Mario Novo [[\(b\)\(6\)](mailto:mnovo@(b)(6))]
Sent: Tuesday, December 08, 2015 1:22 PM
To: Cathy Kouko
Subject: LCB Las Vegas - Change of start date Wine and Beverage program

Hi Ms. Kouko

LCB Las Vegas will be changing the start date for the Certificate in Le Cordon Bleu Wine and Beverage program again from January 4 to May 16. I was going to send the letter but when looking in my archives see I did not receive a confirmation of the original letter (see below) sent earlier this year.

Can you please let me know if you have record of the Commission receiving the original letter?

Thank you so much

Mario

August 25, 2015

Cathy Kouko

Program Analyst I

Accrediting Council for Independent Colleges and Schools

750 First Street, NE Suite 980

Washington, DC 20002

RE: Le Cordon Bleu College of Culinary Arts – Las Vegas
ACICS ID: 00048157

Change of Start Date – Certificate in Le Cordon Bleu Wine and
Beverage Program

Dear Ms. Kouko,

On April 21, 2015, Le Cordon Bleu College of Culinary Arts in Las Vegas received approval for the Certificate in Le Cordon Bleu Wine and Beverage program. The campus initially planned on starting this program September 28, 2015. We request to revise this start date to January 4, 2016 as we have applied with and are still pending approval from the Department of Education to offer Title IV HEA funds for this program.

If you have any questions or need further information please do not hesitate to contact me directly at (702) 851-(b)(6) or by email at [\(b\)\(6\)](mailto:MFreeland@(b)(6))

Sincerely,

Mark Freeland

Interim Campus Administrator

Chef Mario Novo

Regulatory Operations Consultant | Licensing and Accreditation | Le Cordon Bleu

Direct| 503..414.(b)(6) | Fax 847.396.8998 | Mobile (b)(6)



LE CORDON BLEU.

December 08, 2015

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Austin, TX

Boston, MA

Chicago, IL

Dallas, TX

Las Vegas, NV

Los Angeles, CA

Miami, FL

Minneapolis/St. Paul, MN

Orlando, FL

Portland, OR

Sacramento, CA

San Francisco, CA

Scottsdale, AZ

Seattle, WA

St. Louis, MO

Cathy Kouko
Program Analyst I
Accrediting Council for Independent Colleges and Schools
750 First Street, NE Suite 980
Washington, DC 20002

RE: Le Cordon Bleu College of Culinary Arts – Las Vegas
ACICS ID: 00048157
Change of Start Date – Certificate in Le Cordon Bleu
Wine and Beverage Program

Dear Ms. Kouko

On April 21, 2015 Le Cordon Bleu College of Culinary Arts in Las Vegas received new program approval for the Certificate in Le Cordon Bleu Wine and Beverage Program. The campus initially planned on starting this program September 28, 2015. We request to revise this start date to May 16, 2016 as we have applied with and are still pending approval from the Department of Education to offer Title IV HEA funds for this program.

If you have any questions or need further information please do not hesitate to contact me directly at (702) 851-(b)(6) or by email at [JSmith@\[b\)\(6\)\]](mailto:JSmith@[b)(6)])

Sincerely,

(b)(6)

Jason Smith
Campus President

From: Cathy Kouko <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a1ca839a566947e08cfd6a8e1dac5cf1-Cathy Kouko>
Sent: 9/25/2015 12:54:07 PM -0400
To: PAR <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/f84fe2e75e3e41efb99768aad7e7a01f-PAR>
Subject: RE: Le Cordon Bleu Program Notification

Hi Terri,

Happy Friday to you too!!!! This will just be a notification....for now.

Best Regards,

Cathy Kouko

Program Analyst I

Accrediting Council for Independent Colleges and Schools

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From: Terri Jelinek **On Behalf Of** PAR
Sent: Friday, September 25, 2015 11:49 AM
To: Cathy Kouko

Subject: FW: Le Cordon Bleu Program Notification

Hello! Happy Friday! Yay!

I believe this is just a notification, as the change won't impact the curriculum or program objectives. The school wants to offer their approved program in Spanish. I filed the notification within the program folder, but let me know if you believe we need more or need to approve it. Thanks!

Regards,

Terri

Ms. Terri Jelinek

Program Analyst I

Accrediting Council for Independent Colleges and Schools

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From: Michelle Noble [[\(b\)\(6\)](mailto:MNoble@(b)(6))]
Sent: Thursday, September 24, 2015 4:17 PM
To: Terri Jelinek
Cc: Tirrell Anthony; Michelle Noble; Kathleen Vossenber; Sean Murphy
Subject: Le Cordon Bleu Program Notification

Dear Ms. Jelinek:

Please see the attached program notification for Le Cordon Bleu College of Culinary Arts, Orlando. Do not hesitate to contact us if you have questions. Many thanks.

Chef Michelle C. Noble M. Ed, CCE, ACE, CHE, CHEP

Director of Education Le Cordon Bleu, Orlando

407-313-(b)(6)

"A good teacher is like a candle-it consumes itself to light the way for others"-Mustafa Kemal

From: Terri Jelinek <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/3F3B0DD44EF2404EBD27AA650F3821D0-TERRI JELIN>
Sent: 9/25/2015 4:10:00 PM -0400
To: Cathy Kouko <ckouko@[REDACTED]>
Subject: RE: Le Cordon Bleu Program Notification

Great! Thanks!

Regards,

Terri

Ms. Terri Jelinek

Program Analyst I

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

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From: Cathy Kouko
Sent: Friday, September 25, 2015 12:58 PM
To: PAR
Subject: RE: Le Cordon Bleu Program Notification

Hi Terri,

Happy Friday to you too!!!! This will just be a notification....for now.

Best Regards,

Cathy Kouko

Program Analyst I

Accrediting Council for Independent Colleges and Schools

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Regards,

Terri

Ms. Terri Jelinek

Program Analyst I

Accrediting Council for Independent Colleges and Schools

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From: Michelle Noble [mailto:MNoble@(b)(6)]
Sent: Thursday, September 24, 2015 4:17 PM
To: Terri Jelinek
Cc: Tirrell Anthony; Michelle Noble; Kathleen Vossenber; Sean Murphy
Subject: Le Cordon Bleu Program Notification

Dear Ms. Jelinek:

Please see the attached program notification for Le Cordon Bleu College of Culinary Arts, Orlando. Do not hesitate to contact us if you have questions. Many thanks.

Chef Michelle C. Noble M. Ed, CCE, ACE, CHE, CHEP

Director of Education Le Cordon Bleu, Orlando

407-313-(b)(6)

“A good teacher is like a candle-it consumes itself to light the way for others”-Mustafa

Kemal

From: Glenn Mack <GMack@[b](6)>
Sent: 3/11/2014 8:13:05 PM -0400
To: Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>; Mark Williams <MWilliams@[b](6)>
CC: Trina Green <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/62ea1b35682547bd805a9375495c8894-tgreen>; Elizabeth Jackson <ejackson@[b](6)>; ACICS-LCB-Boston <acicsinfo@[b](6)>; Cathy Kouko <ckouko@[b](6)>
Subject: Re: Refund Request - 00048109 Le Cordon Bleu College of Culinary Arts Boston - NP apps 57450 and 57451

Hi Sue,

I'm copying the Boston CP, Mark Williams on this notice. Be well, Glenn

On Mar 11, 2014, at 8:07 PM, "Susan Greer" <sgreer@[b](6)> <mailto:sgreer@[b](6)> > wrote:

Trina

Would you please process the following refund request for Le Cordon Bleu College of Culinary Arts Boston 00048109. This campus purchased 2 new program applications, did not submit any documentation for review, and notified ACICS that they need Substantive Change to Existing Program applications instead. They have since purchased the SCEP.

Please check to see that the SCEP applications were not triggered by reallocating the fees from the NP applications.

The status for applications 57450 and 57451 have been moved to RECEIVED pending the refund. At which time, accounting will move the status to REFUNDED and notify all parties on this email that the action is complete.

Thanks, as always, for your assistance.

Sue

<00048109 Le Cordon Bleu - Apps 57450 and 57451 NP Refunds.xlsx>



December 15, 2015

Sent Via Email Only

Mr. Miles Mitchell
 Campus President
 Le Cordon Bleu College of Culinary Arts in Miami
 3221 Enterprise Way
 Miramar, FL 33025
[acicsinfo@\[REDACTED\]](mailto:acicsinfo@[REDACTED])
[mmitchell@\[REDACTED\]](mailto:mmitchell@[REDACTED])

Dear Mr. Mitchell:

SUBJECT: 00048561, Le Cordon Bleu College of Culinary Arts in Miami, Miramar, FL, BC
Acknowledgement of New Proposed State Date
 Notification Date: December 9, 2015

Thank you for your correspondence notifying the Council that you wish to postpone enrollment in the following program at the above mentioned institution:

<i>CIP Code</i>	<i>NP App ID</i>	<i>Credential Level</i>	<i>Program Name</i>
12.0510	62420	Diploma	Le Cordon Bleu Wine & Beverage

The new proposed start date for enrollment in the program, **May 16, 2016**, has been acknowledged by the Council.

Thank you for keeping the Council informed of the activities at your institution.

Sincerely,

Cathy Kouko

Cathy Kouko
 Program Analyst I

[ckouko@\[REDACTED\]](mailto:ckouko@[REDACTED])
 202.336.[REDACTED]



March 13, 2014

Sent Via Email Only

Ms. Jennifer Sohonie
 Director of Education
 Le Cordon Bleu College of Culinary Arts
 360 Corporate Drive North,
 Tukwila, WA 98188

[ACICSINFO@\[REDACTED\]](mailto:ACICSINFO@[REDACTED])

[jsohonia@\[REDACTED\]](mailto:jsohonia@[REDACTED])

00023929, Le Cordon Bleu College of Culinary Arts, Seattle, AL
Acknowledgement of New Proposed State Date
 Notification Date: March 4, 2014

Dear Ms. Sohonie:

Thank you for your correspondence notifying the Council that you wish to postpone enrollment in the following programs at the above mentioned institution:

<i>Credential Level</i>	<i>Program Name</i>
Academic Associates	Le Cordon Bleu Culinary Arts
Academic Associates	Le Cordon Bleu Patisserie And Baking

The new proposed start date for enrollment in the programs of April 7, 2014, has been acknowledged by the Council.

Thank you for keeping the Council informed of the activities at your institution.

Sincerely,

Cathy Kouko

Cathy Kouko
 Program Analyst I

[ckouko@\[REDACTED\]](mailto:ckouko@[REDACTED])

202.336.[REDACTED]

From: Cathy Kouko <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A1CA839A566947E08CFD6A8E1DAC5CF1-CATHY KOUKO>
Sent: 2/28/2014 4:43:35 PM -0500
To: Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>
Subject: REFUND - 00048109 Le Cordon Bleu College of Culinary Arts Boston Apps 57450-57451

Hi Sue,

The school above purchased NP applications instead of substantive change application in error; no documents were uploaded. They have requested a refund.

Best Regards,

Cathy Kouko
Program Analyst I
Accrediting Council for Independent Colleges and Schools
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-----Original Message-----

From: Mark Williams [mailto:MWilliams@(b)(6)]
Sent: Friday, February 28, 2014 4:20 PM
To: Cathy Kouko
Cc: Jessica Sanders; Earle Test; Stephen Villett
Subject: RE: 00048109 Le Cordon Bleu College of Culinary Arts Boston Apps 57450-57451

That is correct, these are not new programs per se, we are only slightly modifying the length of the current certificate programs. And, we anticipate no new program(s) soon.

So, that is what we will do - purchase the substantive change applications. We will be submitting them within the first week or two of March.

I imagine the refund process on the new applications (57450-57451) will occur after we purchase the substantive change apps; and, will we be notified when this takes place?

Thank you, Cathy. I appreciate your assistance.

Mark Williams
President
Le Cordon Bleu College of Culinary Arts - Boston
Phn: (617) 218-8000
Cell: (b)(6)
Fax: (617) 225-2835

MWilliams@[b](6)
Join our Le Cordon Bleu Community!

-----Original Message-----

From: Cathy Kouko [mailto:ckouko@[b](6)]
Sent: Friday, February 28, 2014 2:57 PM
To: Mark Williams
Cc: Jessica Sanders
Subject: RE: 00048109 Le Cordon Bleu College of Culinary Arts Boston Apps 57450-57451

Dear Mr. Williams,

Thank you for your email. If you will have no new programs in the near future, we recommend you purchase the appropriate substantive change applications and we will issue a refund for Apps 57450-57451. Please advise.

Best Regards,

Cathy Kouko
Program Analyst I
Accrediting Council for Independent Colleges and Schools
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-----Original Message-----

From: Mark Williams [mailto:MWilliams@[b](6)]
Sent: Thursday, February 27, 2014 12:30 PM
To: Cathy Kouko
Cc: Jessica Sanders
Subject: RE: 00048109 Le Cordon Bleu College of Culinary Arts Boston Apps 57450-57451

Hello Cathy,

A couple weeks ago my Director of Regulatory Operations sent an email to inquire if we could have the new program applications switched to substantive change applications. We had not gotten a response, so we were waiting to upload any documents until we got the answer. Do you know if this change is something the agency would be willing to consider/allow us to do?

Mark Williams
Campus President
Le Cordon Bleu - Boston
215 First Street
Cambridge, MA 02142

Phn: 617-218-8000
Fax: 847-396-8676
MWilliams@[b](6)
<http://www.chefs.edu/boston>

From: Cathy Kouko [ckouko@(b)(6)]
Sent: Wednesday, February 26, 2014 5:08 PM
To: ACICS-LCB-Boston
Subject: 00048109 Le Cordon Bleu College of Culinary Arts Boston Apps 57450-57451

Good afternoon,

In reviewing applications for your school, I find that applications for two new programs were opened on February 7, 2014. The applications identified above were found void of any documentation.

We are trying to keep within our internal turnaround time of 30 days from the date of purchase of a new program application and would therefore appreciate your responding to this email to let us know whether you plan to upload documents to these applications. Thank you for your assistance.

Best Regards,

Cathy Kouko
Program Analyst I
Accrediting Council for Independent Colleges and Schools
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From: Cathy Kouko <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/a1ca839a566947e08cfd6a8e1dac5cf1-Cathy Kouko>
Sent: 7/28/2015 2:43:50 PM -0400
To: 'acicsinfo@[b](6)'; 'jcoker@[b](6)'
Subject: REVISED- 00019019, App 61988, Le Cordon Bleu College of Culinary Arts, QA Monitoring Visit Notification and Guidelines
Attachments: REVISED- 00019019, App 61988, Le Cordon Bleu College of Culinary Arts, QA Monitoring Visit Notification and Guidelines.pdf

Dear Mr. Coker:

Attached is your school's revised Quality Assurance monitoring visit notification for the new program application referenced above. Please contact me if you have questions concerning the notification.

*revised due to changes in the proposed start date.

Best Regards,

Cathy Kouko

Program Analyst I

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

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****REVISED LETTER – July 28, 2015****
 April 2, 2015

Sent Via Email Only

Mr. Jeffrey S. Coker
 Director of Education
 Le Cordon Bleu College of Culinary Arts
 521 East Green Street
 Pasadena, CA 91101
[acicsinfo@\[REDACTED\]](mailto:acicsinfo@[REDACTED])
[jcoker@\[REDACTED\]](mailto:jcoker@[REDACTED])

Dear Mr. Coker:

SUBJECT: Quality Assurance Monitoring Visit
 Expanding the scope of programs offered at this campus
 Scheduled Visit: *May 2016 – June 2016

On April 2, 2015, the Council approved new programs of study for Le Cordon Bleu College of Culinary Arts, 00019019. The new programs of study activity were determined to be within the institution's current scope of accreditation, and therefore were approved without conditions. An institution is defined as the main and all additional locations.

However, this activity is new to this campus and will require a quality assurance monitoring visit. The scope of the visit is to monitor adherence to ACICS standards with respect to programs of study. The quality assurance monitoring visit is scheduled to take place during the months referenced in the subject field above. The school will be contacted by a staff coordinator approximately 30-60 days prior to the timeframe established for the visit.

If you have any questions regarding the decision for this visit, please contact me at [ckouko@\[REDACTED\]](mailto:ckouko@[REDACTED])

Sincerely,

Cathy Kouko

Cathy Kouko
 Program Analyst I
[ckouko@\[REDACTED\]](mailto:ckouko@[REDACTED])
 202.336.[REDACTED]
 *denotes revision



Ver. September 2013

EXPANSION OF AN INSTITUTION'S SCOPE OF ACCREDITATION

Effective September 2013, ACICS's review of new programs of study will include determining if the activity is within the institution's current scope of accreditation. An "institution" is defined as a main campus and all additional locations. Therefore, new programs of study determined to be **at a higher credential level** than any program currently approved within the institutional grouping would be considered a substantive change. In addition, programs of study determined to be **significantly different from other program offerings** (out-of-scope) or being delivered through **a different delivery method (DE)** would be considered substantive changes to the institution's current scope of accreditation.

Impact to New Program Approval Turn-Around Timeline

Prior to approval of the new program of study, the institution's scope of accreditation must be expanded to include the substantive change. The action to expand an institution's scope of accreditation requires ACICS Council approval. Therefore, the standard turn-around timeline for new programs of study which require expanding an institution's scope of accreditation as the result of a substantive change is 60 – 75 days. **Please plan your program start dates accordingly.**

Impact to New Program Application and Required Documentation

The New Program Application and key required documents have been revised to include documents required when it is determined to be a substantive change to the institution's current scope of accreditation. In addition, the academic credit analysis (ACA) has been revised to include a worksheet for determining if the new program is out-of-scope within the institution's grouping. This worksheet is required of all new programs submitted after December 1, 2013. Staff may require a campus to complete this worksheet if an ACA is submitted prior to December 1, 2013 using a previous version.

Impact to On-Site Visits Required as a Result of Substantive Change

The new program visit procedures have also been revised. Visits will no longer be required before "final inclusion" is granted by the Council. All new program approvals will recognize that the action is compliant with ACICS standards and is within the institution's scope of accreditation. If the new program was determined to be a substantive change to the institution's scope of accreditation, an expansion to the institution's scope of accreditation, approved by Council, is required before the new program is approved. Consequently, ACICS will no longer require visits prior to final inclusion. However, ACICS will continue to monitor campuses that initiate new programs of study. These monitoring visits will be referred to as **Quality Assurance Monitoring (QAM)** visits. The previous New Program visit required when a program is out-of-

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ED00019213



scope will become a Quality Assurance Monitoring visit – for Out-of-Scope (QAM-OS); the previous Readiness Visit and Credential Inclusion Visits when a program is at a higher credential level will become a Quality Assurance Monitoring visit – for Higher Credential level (QAM-RV and QAM-HC); and finally, the previous Distance Education Inclusion visit when an institution is approved to offer distance education for the first time will become a Quality Assurance Monitoring visit – for Distance Education (QAM-DE). The scope of the QAM visits will be similar to the previous NP, RV and CI visits.

In addition to quality assurance monitoring visits required following a substantive change to an **institution's** scope of accreditation, the same QAM visit may be required if the new program of study is at a **higher credential level at that campus**, or **significantly different from other program offerings at that campus**, or being delivered through a **different delivery method than currently offered at that campus**.

Impact to Approval Letters

When a new program of study is determined to be **within the institution and the campus' scope of accreditation**, the campus will receive a new program approval letter. No further action will be required. The new program will be included in the campus' program listing and reviewed during future renewal of accreditation visits.

When a new program of study is determined to be **within the institution's scope of accreditation but not within the campus' scope of accreditation**, the campus will receive a new program approval letter. **In addition**, the campus initiating the new program of study will receive a letter informing the campus of the requirement to host a **quality assurance monitoring (QAM)** visit and will include visit schedule details.

When a new program of study is determined to be a **substantive change to the institution's current scope of accreditation**, the campus will receive a Council approval letter expanding the institution's scope of accreditation to include the substantive change. This approval letter will be sent to the campus initiating the new program of study with a copy to the main campus and will include the requirement for a **quality assurance monitoring (QAM)** visit with visit schedule details. **In addition**, the campus will receive a new program approval letter.

Please contact Ms. Linda Lundberg at [\(b\)\(6\)](mailto:llundberg@(b)(6)) or Ms. Susan Greer at [\(b\)\(6\)](mailto:sgreer@(b)(6)) if you have any questions regarding the revisions to new programs of study procedures.



****REVISED LETTER – December 9, 2015****
 April 21, 2015

Sent Via Email Only

Mr. Lachlan Sands
 Campus President
 Le Cordon Bleu College of Culinary Arts
 1451 Center Crossing Road
 Las Vegas, NV 89144
[acicsinfo@\[REDACTED\]](mailto:acicsinfo@[REDACTED])
[lsands@\[REDACTED\]](mailto:lsands@[REDACTED])

Dear Mr. Sands:

SUBJECT: Quality Assurance Monitoring Visit
 Expanding the scope of programs offered at this campus
 Scheduled Visit: January 2017 – February 2017*

On April 21, 2015, the Council approved new programs of study for Le Cordon Bleu College of Culinary Arts, 00048157. The new programs of study activity were determined to be within the institution's current scope of accreditation, and therefore were approved without conditions. An institution is defined as the main and all additional locations.

However, this activity is new to this campus and will require a quality assurance monitoring visit. The scope of the visit is to monitor adherence to ACICS standards with respect to programs of study. The quality assurance monitoring visit is scheduled to take place during the months referenced in the subject field above. The school will be contacted by a staff coordinator approximately 30-60 days prior to the timeframe established for the visit.

If you have any questions regarding the decision for this visit, please contact me at [ckouko@\[REDACTED\]](mailto:ckouko@[REDACTED])

Sincerely,

Cathy Kouko

Cathy Kouko
 Program Analyst I
[ckouko@\[REDACTED\]](mailto:ckouko@[REDACTED])
 202.336.[REDACTED]

*denotes revision



Ver. September 2013

EXPANSION OF AN INSTITUTION'S SCOPE OF ACCREDITATION

Effective September 2013, ACICS's review of new programs of study will include determining if the activity is within the institution's current scope of accreditation. An "institution" is defined as a main campus and all additional locations. Therefore, new programs of study determined to be **at a higher credential level** than any program currently approved within the institutional grouping would be considered a substantive change. In addition, programs of study determined to be **significantly different from other program offerings** (out-of-scope) or being delivered through **a different delivery method (DE)** would be considered substantive changes to the institution's current scope of accreditation.

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ED00019216



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Please contact Ms. Linda Lundberg at [llundberg@\[REDACTED\]](mailto:llundberg@[REDACTED]) or Ms. Susan Greer at [sgreer@\[REDACTED\]](mailto:sgreer@[REDACTED]) if you have any questions regarding the revisions to new programs of study procedures.

From: Susan Greer <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/C539AA149AE54C71A8D2BC2D86525DB6-SGREER>
Sent: 6/25/2014 7:44:24 PM -0400
To: ProgramAnalyst <programanalyst@[b](6)>
Subject: FW: COCO: Department Of Education Issues Reprieve
Attachments: COCO062314-111602.pdf

FYI

From: Joseph Gurubatham
Sent: Monday, June 23, 2014 5:27 PM
To: AID Management Team
Subject: FW: COCO: Department Of Education Issues Reprieve

FYI.

Joseph

Joseph E. Gurubatham, Ed.D.

Senior Vice President, Accreditation and Institutional Development

Accrediting Council for Independent Colleges and Schools

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From: Anthony Bieda
Sent: Monday, June 23, 2014 3:21 PM
To: Albert C. Gray; Joseph Gurubatham
Cc: Susan Greer
Subject: FW: COCO: Department Of Education Issues Reprieve

... and from the investor community, FYI.

Anthony S. Bieda

Vice President for External Affairs

Accrediting Council for Independent Colleges and Schools

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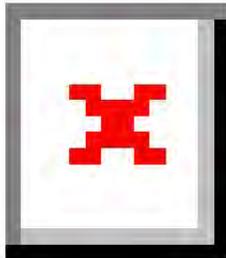
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From: Trace Urdan [[\(b\)\(6\)](mailto:trace.urdan@(b)(6))]
Sent: Monday, June 23, 2014 3:18 PM
To: Anthony Bieda
Subject: COCO: Department Of Education Issues Reprieve



COCO: Department Of Education Issue Reprieve

Corinthian Colleges, Inc.

Education

Trace A. Urdan, Senior Analyst (415) 947-(b)(6)

[\(b\)\(6\)](mailto:trace.urdan@(b)(6))

Jeffrey Lee, Associate Analyst (415) 396-(b)(6) [\(b\)\(6\)](mailto:jeffrey.lee@(b)(6))

Wells Fargo Securities, LLC.

- COCO's announcement that it signed a MOU with the Department of Education (ED) is good news for students but not for shareholders, in our view.** The agreement provides for \$16 million to be released immediately, with the stipulation that the money is not to be used to service debt, pay bonuses, or in addressing legal claims. The MOU effectively divides the company into those schools/campuses that are to be sold within the next six months, and those that are to be taught out. With much riding on the prospective fire-sale terms of any asset sales, investors are likely to be left with only cash and liabilities, including teach-out costs as well as legal and settlement expenses. The \$16 million does not eliminate the going concern risk at the company as COCO said it would need additional working capital after June 27. Pending further information regarding which assets will be placed into each category, we are reducing our valuation range to \$0.25-0.50 from \$0.75-1.25.
- ED appears to be insisting on a break-up.** The MOU establishes the principle that ED and the company will make every effort to protect students and staff and to preserve the value of the company's assets. However it also indicates that ED would evaluate each school's provisional agreement to participate in Title IV. The implication of this warning, in our analysis, is that any assets that cannot be sold are likely to be forced into a teach-out, with all of the implied attendant costs of underutilized overhead and leasehold termination. In addition, any buyer of assets is likely to insist on being held harmless with respect to ongoing legal claims, leaving those in the hands of the remaining entity and its equity holders. Finally, with protecting Title IV no longer a relevant issue, the residual corporate entity would be vulnerable to actions by lenders to protect their interests.
- Read-throughs.** We read the aggressive ED approach as **bad news for ESI** which is also accused of aggressive recruiting practices, though we think the company could survive a 21-day hold and **EDMC** which would be challenged by a comparable slowdown in cash payments. We read it as **neutral to positive for CECO** which could gain share during this transition and **positive for LINC** and **UTI** which are both potential asset acquirers at attractive sale prices.

Corinthian Colleges, Inc. (COCO-NASDAQ) --Market Perform (2) / V

Price as of 6/23/2014: \$0.42

FY 14 EPS: \$0.09

FY 15 EPS: \$0.27

Shares Out.: 86.1 MM

Market Cap.: \$36.13 MM

Sector Rating: Post Secondary, Overweight

See attached PDF for additional information, current pricing and disclosures.

**THANK YOU FOR RECEIVING WELLS FARGO SECURITIES, LLC RESEARCH.
TO UNSUBSCRIBE TO THIS MESSAGE REPLY TO THE ABOVE E-MAIL
ADDRESS.**

June 23, 2014

Equity Research

Corinthian Colleges, Inc.

COCO: Department Of Education Issue Reprieve
Liquidation Appears To Be End Goal

- COCO's announcement that it signed a MOU with the Department of Education (ED) is good news for students but not for shareholders, in our view.** The agreement provides for \$16 million to be released immediately, with the stipulation that the money is not to be used to service debt, pay bonuses, or in addressing legal claims. The MOU effectively divides the company into those schools/campuses that are to be sold within the next six months, and those that are to be taught out. With much riding on the prospective fire-sale terms of any asset sales, investors are likely to be left with only cash and liabilities, including teach-out costs as well as legal and settlement expenses. The \$16 million does not eliminate the going concern risk at the company as COCO said it would need additional working capital after June 27. Pending further information regarding which assets will be placed into each category, we are reducing our valuation range to \$0.25-0.50 from \$0.75-1.25.
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Valuation Range: \$0.25 to \$0.50 from \$0.75 to \$1.25

Our valuation range of \$.025-\$0.50 is based on a sum of the parts analysis driven by EV/Student comparables in the sector. This approach is particularly relevant, we believe, given the company's intention to pursue strategic alternatives. The biggest unknowns include the potential liabilities associated with litigation. Failure to secure the necessary working capital financing from either the Department of Education in the form of student loan disbursements or from third parties, could potentially scuttle an otherwise viable asset sale process currently underway.

Investment Thesis:

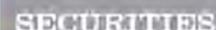
Corinthian's schools provide value to students in our opinion and remain essentially sound and the company is in the midst of an effort to sell these assets at prices that will prove their value. However the generally weakened state of other vocational school companies means that a successful conclusion to this process cannot be assured. And while no accusation of malfeasance has been proven, the pressure from regulators has precipitated a going concern crisis at the company. By what measure the realized value from asset sales will exceed the company's liabilities remains the determining factor in valuing the shares.

Please see page 4 for rating definitions, important disclosures and required analyst certifications

All estimates/forecasts are as of 06/23/14 unless otherwise stated.

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ED00019222

Market Perform / V

Sector: Post Secondary
Overweight

Valuation Range Change

EPS	2013A		2014E		2015E	
			Curr.	Prior	Curr.	Prior
Q1 (Sep.)	\$0.09	(\$0.09) A	A	NC	\$0.00	NC
Q2 (Dec.)	0.08	0.05 A	NC	NC	0.09	NC
Q3 (Mar.)	0.06	0.03 A	NC	NC	0.08	NC
Q4 (June)	0.05	0.10	NC	0.10	NC	NC
FY	\$0.27	\$0.09	NC	\$0.27	NC	NC
CY	\$0.01	\$0.16			\$0.28	
FY P/EPS	1.6x	4.7x			1.6x	
Rev.(MM)	\$1,582	\$1,418			\$1,246	

Source: Company Data, Wells Fargo Securities, LLC estimates, and Reuters
NA = Not Available, NC = No Change, NE = No Estimate, NM = Not Meaningful
V = Volatile, * = Company is on the Priority Stock List

Ticker	COCO
Price (06/23/2014)	\$0.42
52-Week Range:	\$0-3
Shares Outstanding: (MM)	86.1
Market Cap.: (MM)	\$36.2
S&P 500:	1,960.67
Avg. Daily Vol.:	2,685,170
Dividend/Yield:	\$0.00/0.0%
LT Debt: (MM)	\$85.2
LT Debt/Total Cap.:	8.0%
ROE:	1.0%
3-5 Yr. Est. Growth Rate:	10.0%
CY 2014 Est. P/EPS-to-Growth:	0.3x
Last Reporting Date:	05/06/2014
	Before Open

Source: Company Data, Wells Fargo Securities, LLC estimates, and Reuters

Trace A. Urdan, Senior Analyst

(415) 947-(b)(6) /

trace.urdan@(b)(6)

Jeffrey Lee, Associate Analyst

(415) 396-(b)(6) /

jeffrey.lee@(b)(6)

Together we'll go far



Education

Company Description:

Corinthian Colleges provides post-secondary education to adult learners looking to acquire basic skills for entry-level employment or additional skills to change or advance their careers. The company offers diploma and degree programs to more than 70,000 students at more than 120 sites in the U.S. and Canada. Program areas include healthcare, business, IT, automotive, and criminal justice.

The Memorandum of Understanding (MOU)

The agreement allows for the immediate release of \$16 million with several stipulations that point to the effective dissolution of Corinthian Colleges as a school operator long term:

- A mutual commitment to seek to ensure that students enrolled in the company's schools will be able to complete their education without material interruption, change or additional cost; that there will be minimal personal and financial disruption for faculty and staff; and that the ultimate plan will consider the value of the company's schools for students, employees, and taxpayers (shareholders and creditors were not named in this explicit list.)
- Corinthian will remain on heightened cash monitoring and 21-day hold status (as described in the June 19 8-K), but ED will allow the company to draw down \$16 million of Title IV student funds to fund its ordinary course obligations (excluding debt repayment, legal expenses and employee bonuses) immediately upon submission of student rosters and related data.
- The final plan will provide for the sale of some schools and the teach-out of others. Corinthian will be responsible for determining which schools will be included in each category by June 27. Sales are expected to be completed within six months.
- Corinthian will stop enrolling new students in the schools identified for teach-out and will provide notice to all students attending these schools of its intention.
- Corinthian will identify and appoint an independent third-party compliance and business monitor acceptable to ED, who will have full and complete access to the company's personnel and budgets, including financial forecasts, results of operations and cash receipts and disbursements and any and all documents Corinthian is providing to potential buyers, accreditors and ED.
- Corinthian has further committed to provide in a timely manner the outstanding data requested by ED in its June 12 letter, as described in the company's Form 8-K filing of June 19th. It is important to note that if ED identifies bad practices in any of the company's school operations, the intensified scrutiny and sanction, if any, is likely to be attached to the OPEID in questions and any prospective buyer will have to accept that scrutiny and action.

Valuation

We have adjusted our SOTP valuation analysis to account for the changed circumstances (i.e. greater discounts to comparable company valuations,) as well as the inevitable cost of teach-outs. While the analysis ultimately allows for a wide range (that includes non-viability,) we have centered it around the mean. While the final value of Corinthian shares currently rests with the scope and relative success of the asset sales, it also rests with how well the company will be able to resolve its legal issues. The final result of these processes will likely be a company with a cleaner balance sheet that faces costs in defending itself in California and Massachusetts.

Corinthian Colleges, Inc.

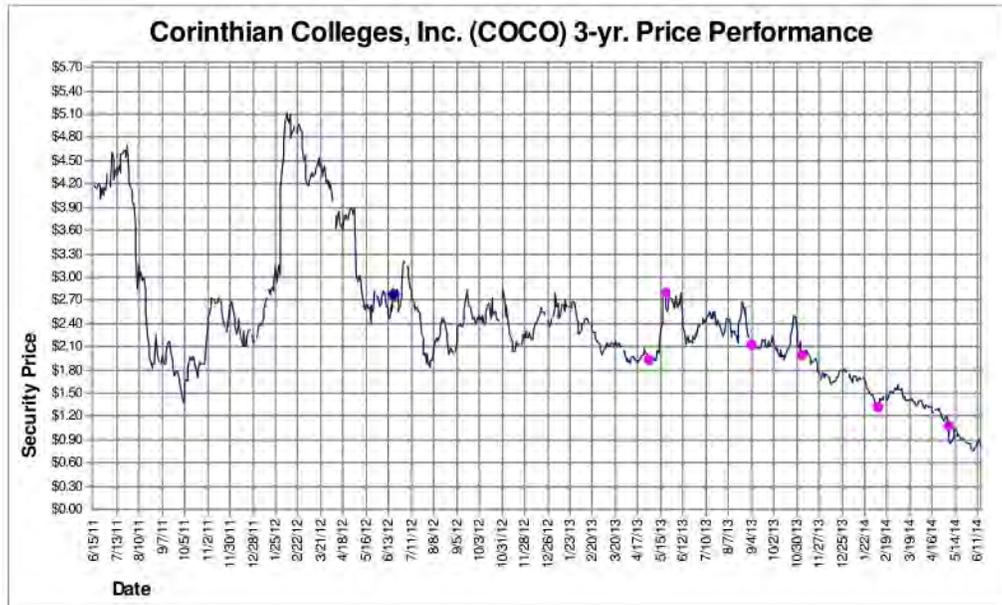
WELLS FARGO SECURITIES, LLC
EQUITY RESEARCH DEPARTMENT

Exhibit 1: Sum of the Parts Valuation Analysis

Corinthian Divisions	Students (CY:15 estimates)		EV/Student		Enterprise Valuation (\$ million)		Notes
	Low	High	Low	High	Low	High	
Everest Ground	30,000	31,000	\$4,000	\$4,500	\$120	\$140	LINC trades \$7,900 EV/Student
Everest University Online	14,000	15,000	\$3,000	\$3,500	\$42	\$53	APEI = \$4,000/student
Everest College Phoenix - Online	5,000	6,000	\$3,800	\$4,000	\$19	\$24	BPI = \$4,100/student
Wyotech	4,000	5,000	\$12,000	\$12,500	\$48	\$63	UTI = \$12,500/student
Heald	12,000	13,000	\$5,000	\$5,300	\$60	\$69	NAUH = \$5,300/student
Total	65,000	70,000			\$289	\$347	
			Potential Legal Liability		(\$100)	(\$80)	
			Potential Teach-Out Cost		(\$100)	(\$50)	
			Net Working Capital		(\$25)	(\$25)	
			Net Cash		(\$100)	(\$100)	
			Market Cap		(\$36)	\$92	
			Share Price	\$0.41	(\$0.41)	\$1.06	
			Projected Return		-200%	158%	

Source: Company reports and Wells Fargo Securities, LLC estimates

Required Disclosures



	Date	Publication Price (\$)	Rating Code	Val. Rng. Low	Val. Rng. High	Close Price (\$)
	6/19/2012		Urdu			
◆	6/19/2012	2.78	2	2.25	3.00	2.78
●	5/1/2013	1.94	2	1.80	2.50	1.93
●	5/21/2013	2.80	2	2.50	3.00	2.80
●	9/5/2013	2.08	2	2.00	2.50	2.13
●	11/6/2013	2.00	2	1.50	2.50	1.99
●	2/7/2014	1.30	2	1.00	2.00	1.32
●	5/6/2014	1.01	2	.75	1.25	1.08

Source: Wells Fargo Securities, LLC estimates and Reuters data

Symbol Key

- ▼ Rating Downgrade
- ▲ Rating Upgrade
- Valuation Range Change

- ◆ Initiation, Resumption, Drop or Suspend
- Analyst Change
- Split Adjustment

Rating Code Key

- 1 Outperform/Buy
- 2 Market Perform/Hold
- 3 Underperform/Sell
- SR Suspended
- NR Not Rated
- NE No Estimate

Additional Information Available Upon Request

I certify that:

- 1) All views expressed in this research report accurately reflect my personal views about any and all of the subject securities or issuers discussed; and
- 2) No part of my compensation was, is, or will be, directly or indirectly, related to the specific recommendations or views expressed by me in this research report.

- Wells Fargo Securities, LLC maintains a market in the common stock of Corinthian Colleges, Inc.
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Corinthian Colleges, Inc.

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SECURITIES: NOT FDIC-INSURED/NOT BANK-GUARANTEED/MAY LOSE VALUE

From: Susan Greer <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/C539AA149AE54C71A8D2BC2D86525DB6-SGREER>

Sent: 7/1/2014 9:55:14 AM -0400

To: ProgramAnalyst <programanalyst@[b](6)>

Subject: FW: US Department of ED CCI Conference Call Follow-up: Accreditors/State Agencies

Attachments: image001.png; ATT00001.htm; Meeting with Accrediting and State agencies.docx; ATT00002.htm; HCM1_Massimino2014-06-12.pdf; ATT00003.htm; DOE MOU 30001.pdf; ATT00004.htm

It is important for all of you to be in the loop at all times.

Sue

Begin forwarded message:

From: "Thornton, Cynthia" <Cynthia.Thornton@[b](6)>

To: "'clambert@[b](6)' <clambert@[b](6)>, 'kbell@[b](6)' <kbell@[b](6)>, 'Joseph Gurubatham' <JGurubatham@[b](6)>, 'Christopher Lambert' <chris.lambert@[b](6)>, 'Christine Castagnola' <ccastagnola@[b](6)>, 'Christopher Oberg' <coberg@[b](6)>, 'Anthony Bieda' <ABieda@[b](6)>, 'Gust, Mary' <Mary.Gust@[b](6)>, 'Bennett, Ron' <Ron.Bennett@[b](6)>, 'Albert C. Gray' <agrays@[b](6)>, 'approvalquery@[b](6)' <approvalquery@[b](6)>, 'michelle.robinson@[b](6)' <michelle.robinson@[b](6)>, 'stotler@[b](6)' <stotler@[b](6)>, 'george.roedler@[b](6)' <george.roedler@[b](6)>, 'ccam@[b](6)' <ccam@[b](6)>, 'beamishm@[b](6)' <beamishm@[b](6)>, 'dperlman@[b](6)' <dperlman@[b](6)>, 'teri.stanfill@[b](6)' <teri.stanfill@[b](6)>, 'matt.barber@[b](6)' <matt.barber@[b](6)>, 'ra-COLLUNIVSEMINFO@[b](6)' <ra-COLLUNIVSEMINFO@[b](6)>, 'De Long, Michael' <Michael.Delong@[b](6)>, 'john.ware@[b](6)' <john.ware@[b](6)>, 'elaine.marces@[b](6)' <elaine.marces@[b](6)>, 'Landis, Patricia A (PDE)' <plandis@[b](6)>, 'Corwin, Dvak' <Dvak.Corwin@[b](6)>, 'mailto:Carolyn.small@[b](6)' <Carolyn.small@[b](6)>, 'Small, Carolyn [ICSAC]' <Carolyn.Small@[b](6)>, 'Fountain, Sondra' <Sondra.Fountain@[b](6)>, 'sam.ferguson@[b](6)' <sam.ferguson@[b](6)>, 'susan.hood@[b](6)' <susan.hood@[b](6)>, 'georgia.roberts@[b](6)' <georgia.roberts@[b](6)>, 'Stephen.Rye@[b](6)' <Stephen.Rye@[b](6)>, 'joanne.wenzel@[b](6)' <joanne.wenzel@[b](6)>, 'cathie.maeyaert@[b](6)' <cathie.maeyaert@[b](6)>"

<cathie.maeyaert@[b](6)>, ""JoeDeFilippo@[b](6)""
 <JoeDeFilippo@[b](6)>, ""info@[b](6)"" <info@[b](6)> ,
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 ""bob.k.brew@[b](6)"" <bob.k.brew@[b](6)> ,
 ""pspencer@[b](6)"" <pspencer@[b](6)> ,
 ""kareno@[b](6)"" <kareno@[b](6)> , ""ljones-
 lush@[b](6)"" <ljones-lush@[b](6)> , ""Tangman,
 Nina"" <tangman@[b](6)> , ""Wade, Leroy""
 <Leroy.Wade@[b](6)> , ""Parker, Diane""
 <diane.parker@[b](6)> , ""Hunt, Jody"" <hunt@[b](6)> ,
 ""Arbour, Courtney"" <courtney.arbour@[b](6)> , ""Ball, Michael
 (WSAC)"" <MichaelB@[b](6)> , ""smanning@[b](6)""
 <smanning@[b](6)> , ""Karen Solinski
 (ksolinski@[b](6)"" <ksolinski@[b](6)> .
Cc: ""Minor, Robin"" <Robin.Minor@[b](6)> , ""Bennett, Ron""
 <Ron.Bennett@[b](6)> , ""Chauvin, Karen"" <Karen.Chauvin@[b](6)> ,
 ""Pickett, Veronica"" <Veronica.Pickett@[b](6)> , ""White, Carolyn""
 <Carolyn.White@[b](6)> , ""Coughlin, Betty"" <Betty.Coughlin@[b](6)> ,
 ""Fernandez-Rosario, Martina"" <Martina.Fernandez-Rosario@[b](6)> ,
 ""Frola, Michael"" <Michael.Frola@[b](6)> , ""Gifford, Nancy Paula""
 <Nancy.Paula.Gifford@[b](6)> , ""LoBosco, Ralph""
 <Ralph.LoBosco@[b](6)> , ""Miller, Christopher""
 <Christopher.Miller@[b](6)> , ""Parrott, Douglas""
 <Douglas.Parrott@[b](6)> , ""Thornton, Cynthia""
 <Cynthia.Thornton@[b](6)> , ""Gust, Mary"" <Mary.Gust@[b](6)>

**Subject: US Department of ED CCI Conference Call Follow-up:
Accreditors/State Agencies**

Accreditors and State Partners:

Thank you for joining us during our conference calls to discuss recent developments with regards to Corinthian Colleges Inc., (CCI). We apologize for not sending this to you soon after our conference call last week. Please know that we commit to ensuring that everyone has the most up-to-date information. The Department will share as much information as it possibly can with all of you. In this email, we are including meeting notes, a copy of the MOU, as well as a copy of the letter sent June 12th, as we inadvertently didn't copy the accrediting/state agencies as we normally do.

The Department anticipates receiving CCI's plan (for closures/sales of its institutions) by COB July 1st. Upon receipt, we will review the plan and communicate with CCI on any issues that need to be further defined and/or addressed. Your agency will be provided a copy of the plan as quickly as we can.

The next conference call is tentatively scheduled for Monday, July 7th or Tuesday July 8th, 1:00 PST, 3:00 CST and 4:00 EST. You will receive a meeting invite with conference call information.

We will continue our discussion and begin planning for the most impacted schools that will need our attention more quickly than others to ensure that our students are protected as much as possible.

We look forward to future discussions. Please feel free to contact Martina Fernandez-Rosario, should you have additional questions:

Martina Fernandez-Rosario

US Department of Education

San Francisco/Seattle SPD

Phone: (415)486-(b)(6)

[\(b\)\(6\)](mailto:Martina.Fernandez.Rosario@) <<mailto:Martina.Fernandez.Rosario@>

(b)(6) >

On behalf of Martina,
Cynthia Thornton
Director, Dallas School Participation Division
US Department of Education

Office: 214-661-(b)(6)

Email: [\(b\)\(6\)](mailto:Cynthia.Thornton@)

[StudentAid.gov](http://studentaid.gov/) <<http://studentaid.gov/>>

[Description: Description: Description: [cid:C51786EF-F738-4FDF-8EAF-049F64027226](#)]

Memorandum of Understanding

We are presenting an agreement in principle between Corinthian Colleges, Inc. and its subsidiaries (“Corinthian”) and the U.S. Department of Education (“the Department”) that will be followed up by Corinthian presenting the Department an operating agreement (the “Operating Agreement”) that is agreeable to the Department no later than July 1, 2014.

As a condition for the release of the Immediate \$16 million (defined below) of student financial assistance funds under Title IV of the Higher Education Act of 1965, as amended (the amount of funds Corinthian has indicated is needed to meet necessary and appropriate expenses through June 27), the Department proposes this Memorandum of Understanding (the “MOU”) for the implementation of a Transition Plan (the “Plan”) that will result in the sale of certain of the Corinthian institutions that are participants in the Title IV Programs (the “Institutions”) and the teaching out of other Institutions owned by Corinthian, in an agreed upon manner and over an agreed upon period of time as set forth in this MOU.

Corinthian will provide, in a timely manner, the outstanding data requested by the Department, and as committed to by Corinthian in an email dated June 17, 2014. Corinthian and the Department will issue mutually agreeable public statements (consistent with Corinthian’s obligations under federal securities laws) by June 23, 2014.

Agreed Statement of Principles

- Students will be given an opportunity to complete their education without material interruption, change or additional cost.
- Faculty and staff will be treated in a manner that causes minimal personal and financial disruption.
- The Plan will consider the value of the schools for students, employees, and taxpayers, and respect the interests of the

government and Corinthian's federal and state law obligations (including fiduciary duties) and contractual obligations.

- The definitive agreements for any Sales Schools (as defined below) contemplated by this plan are intended to be executed within approximately 6 months from the signing of this MOU.
- Within thirty (30) days from the date hereof, Corinthian shall prepare and deliver to the Department the teach-out plans for all U.S. locations that participate in the Title IV Program. These plans may include agreements with other institutions to take over the teach-out process.
- Corinthian will make disclosures to be agreed upon in the Operating Agreement to any new or prospective students seeking to enroll after the date of this MOU in schools that the Department determines are ineligible for Title IV participation or deny recertification for Title IV participation.

Immediate Funding

- The Department's current HCM-1 disbursement method for Corinthian and the attendant 21-day disbursement delay will remain in effect unless further modified by the Department based upon continuing review of the Corinthian institutions or upon the signing of the Operating Agreement. The Operating Agreement will provide for appropriate continued disbursements of Title IV funds to permit Corinthian to fund its operations in the ordinary course and effectuate the principles of this MOU.
- Effective immediately, the Department will allow Corinthian to immediately draw down \$6.5 million of Title IV student aid funds for student rosters that it previously submitted and immediately draw down (consistent with the Department's ordinary course processing times) an additional \$9.5 million for student rosters that it will submit

to the Department on or before June 27, 2014 (the “Immediate \$16 million”).

- The agreement to provide immediate funding described herein is conditioned on substantiation by Corinthian, on timely demand by the Department, that the data submitted is accurate and that it is entitled to the Title IV student aid funds it claims, and any further funding will be conditioned on the results of the Department’s subsequent timely review of this data. The Department’s requests for substantiation of the accuracy of data submitted shall be consistent with ordinary course HCM-1 disbursement processing and the data elements described in the second succeeding bullet point below.
- The use of the Immediate \$16 million in Title IV student aid funds shall be used only for ordinary course liabilities (not including debt repayment), and shall not be used for extraordinary bonuses or settlement of lawsuits or investigations by other federal or state agencies, and the Monitor (as defined below) shall review disbursements related to the Immediate \$16 million.
- Corinthian will provide a list of eligible students for whom disbursements will be requested, including for each student: OPEID of the institution the student is attending, Name, Social Security Number, Date of Enrollment, Expected Graduation Date, Prior Disbursement Amounts by Program, and Current Disbursement Amounts by Program.

Appointment of Monitor

- Corinthian will promptly (and in no event later than two weeks after execution of the Operating Agreement) contract with an independent, experienced compliance and business monitor (the “Monitor”) who is acceptable to the Department, and whose duties will be specified in a separate agreement between Corinthian and the Department.

- The Monitor will have full and complete access to Corinthian personnel and budgets, including financial forecasts, results of operations and cash receipts and disbursements (including, without limitation, disbursements of the Immediate \$16 million) and any and all documents Corinthian is providing to potential buyers, accreditors and the Department.
- The Monitor will regularly provide documents and report to the Department on Corinthian's progress in fulfilling the terms of the Operating Agreement and will provide contemporaneous access to the Department to all data described above.

Enrollment of New Students

- Corinthian will continue new student enrollments in the ordinary course from the date hereof until execution of the Operating Agreement, at which time Corinthian shall promptly (and in no event more than one week after execution of the Operating Agreement) discontinue enrollments in any schools designated as teach-out schools (the "Teach-out Schools"). From the date hereof until the execution of the Operating Agreement, Corinthian shall not draw Title IV funds for new students. Following execution of the Operating Agreement, Corinthian shall provide prompt notice to all students attending the Teach-out Schools of the intent to teach out those schools. With respect to new students who have enrolled between the date hereof and the execution of the Operating Agreement, Corinthian shall provide such new students with the opportunity to either (i) discontinue their education at Teach-out School, and Corinthian shall forgive entirely any tuition or other fees charged during the period, or (ii) the students shall be free to continue their education in the ordinary course.
- The Department will continue its ongoing review of Corinthian's institutions for compliance with standards of administrative capability. If – whether through a recertification process, program review, or

otherwise – the Department determines that one or more Corinthian institutions has failed to demonstrate administrative capability, the Department retains all regulatory authority with respect to such schools.

- Corinthian will provide refunds to any to new students enrolling after the date of this MOU in schools that the Department determines are ineligible for Title IV participation or deny recertification for Title IV participation.

Sale of Schools

- As stipulated by statute and regulation, the Department retains all regulatory and statutory authority to approve or deny any transactions.
- Corinthian will promptly after the execution of the Operating Agreement begin a sales process for the schools designated in the Operating Agreement (the “Sales Schools”). Corinthian anticipates that the sales process will last between 4 months and 6 months. Promptly after execution of any definitive agreements, Corinthian will work with the acquirors to seek approval of a change in ownership from the Department and appropriate accreditors and state licensing agencies. The Department will review the application(s) for approval of a change in ownership from a purchaser of any school owned by Corinthian and its subsidiaries expeditiously and under standards generally applicable to changes of ownership.
- The purchaser of any schools owned by Corinthian and its subsidiaries must be acceptable to the Department.
- Corinthian must report to the monitor on a bi-monthly basis the status of any sales negotiations.

Teach-out Schools

- Corinthian will provide details of the teach-out plan, which includes funding mechanisms, for each of the Teach-out schools.
- Corinthian will suspend new enrollments at the Teach-out schools promptly after designation of such status.
- Corinthian will work with its accreditors, state licensing agencies and the Department in establishing a teach-out plan for each Teach-Out School, that includes an explanation of the funding mechanism proposed for the plan.
- The Department reserves its statutory and regulatory authority over the Teach-out Schools.

Coordination with States and Accreditors

- Corinthian will work closely with state licensing and accreditation agencies in the course of implementation of the Plan, in accordance with the requirements of each such agency.

Conclusion

- The Department has the right to review the Operating Agreement 3 months from its signing to determine further action pursuant to the Department's statutory and regulatory authority.

- This MOU does not supersede any of the Department’s statutory and regulatory authorities and responsibilities.

ACKNOWLEDGED AND AGREED:

CORINTHIAN COLLEGES, INC.

(b)(6)

Jack D. Massimino
Chairman of the Board and
Chief Executive Officer

U.S. DEPARTMENT OF EDUCATION

Ted Mitchell
Under Secretary



June 12, 2014

Mr. Jack D. Massimino, Chairman/CEO
 Corinthian Colleges, Inc.
 6 Hutton Centre Drive, Suite 400
 Santa Ana, CA 92707

UPS Tracking
 1ZA879640199724821

Re: Missing Placement Documentation/Information and Transfer of Corinthian Colleges, Inc. to the Heightened Cash Monitoring Method of Payment

Dear Mr. Massimino:

This letter is a follow-up letter to the U.S. Department of Education's (Department's) previous letters to Corinthian Colleges, Inc. (CCI) of January 23, 2014, April 11, 2014, and April 22, 2014, and reiterated in telephone conversations with CCI's Corporate Counsel and with Linda Buchanan shortly after issuance of these letters, which required CCI to produce placement documentation and related information. As noted in the April 11, 2014 and April 22, 2014 letters, and again in a further letter of May 13, 2014, there remain several significant gaps in the placement data that CCI has provided to date.

Chronology

A synopsis of the Department's correspondence with CCI on these matters is as follows:

January 23, 2014: Letter from Robin Minor to you outlining data/documents to be produced including –

- A. All placement disclosures provided to students in all academic programs at all CCI locations (main and additional locations) for calendar years 2010, 2011, 2012, and 2013.
- B. Evidence upon which CCI relied to calculate placement percentages, including individual student files.
- C. Excel worksheets with student names, other identifying information, and certain placement information.
- D. Records of grade and attendance changes made at all CCI locations for the period June 30, 2011 through the date of extraction of the data.

CCI was to provide this information within 30 days. Almost five months have passed and CCI continues to fail to provide significant portions of the required documentation.

April 11, 2014: Letter from Martina Fernandez-Rosario to you in follow-up to the January 23, 2014 letter, reiterating the document production requirements, including the excel worksheets containing student identifying and placement information. This letter also advised CCI that

Corinthian Colleges, Inc.
 Follow-up to requests for placement documentation
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continued noncompliance with these requirements would subject it to unspecified administrative actions.

April 22, 2014: Letter from Martina Fernandez-Rosario to you identifying information that had not yet been received from CCI including –

- Placement data for *all* Heald schools.
- Placement data for schools that were previously (during the production period) owned by CCI but had been sold or closed, including locations of main campuses that had been closed.
- The evidence used by CCI to derive placement rates provided in disclosure notices.
- Program Integrity Regulation (PIR) disclosures for Arlington, Virginia; Chicago, Illinois; Columbus, Ohio; Decatur, Georgia; and Ft. Lauderdale, Florida published on July 1, 2012, or for any period after that date.

Once again, the Department advised CCI that it faced further administrative actions for its failure to timely fulfill these production requirements.

May 13, 2014: Letter from Mike Frola to you regarding debt covenants and other financial matters. This letter also included a reminder with respect to the submission of the outstanding placement data, indicating the Department had not received the documentation identified in the April 22, 2014 letter and requiring production of that information by May 22, 2014.

Placement Data

To date, CCI has failed to provide complete information and data identified in the Department's January 23, 2014 letter and in subsequent correspondence. Although the Department continues to receive piecemeal documentation, CCI should have all the requested documentation available to scan or copy and send to the Department. Please respond immediately to the following items:

- Disclosures – January 23 letter, Page 4 Item A: The disclosures CCI has produced thus far are incomplete and raise the following additional questions to which we require responses:
 - CCI Consumer Disclosures published on July 1, 2012 and July 1, 2013 appear to provide nearly identical placement rates for each program where a report was made. The timeframes specified in the footnotes to the consumer disclosures, however, are often different. For example, ACICS timeframes are displayed as June 1, 2009 through June 30, 2010 in the disclosures published on July 1, 2012 and are identified as July 1, 2011 through June 30, 2012 in the disclosures published on July 1, 2013, even though the rates reported using the ACICS methodology are the same.
 - Conversely, CCI Consumer Disclosures published on July 1, 2011 and July 1, 2012 for ACICS schools both specify that they are reporting on a timeframe from July 1, 2009 to June 30, 2010. However, the placement rates reported are different. For example, the Consumer Disclosures published on July 1, 2011 and July 1, 2012 for San Bernardino specify an

Corinthian Colleges, Inc.
 Follow-up to requests for placement documentation
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- identical timeframe, however, one reports an institutional accreditor placement rate of 64.3% for Criminal Justice Associate schools, while another reports 13.3%.
- CCI has only produced some Program Integrity Regulation (PIR) disclosures required to be provided to *prospective* students, pursuant to 34 C.F.R. § 668.6(b)(iv) (effective July 1, 2011), for some of the required years for some of its programs at some of its locations. Specifically, CCI has not submitted any Heald College PIRs for the 2012 and 2013 years. There are appropriately titled folders that are apparently meant to lead to web pages with the required PIRs; however, the pages within the folders are blank and do not contain any disclosure information. Campus disclosures published on July 1, 2012 for Arlington, VA; Chicago; Columbus; Decatur; and Ft. Lauderdale also have not been produced.
 - CCI failed to produce *any* disclosures required pursuant to 34 C.F.R. § 668.41(d)(5). These disclosures were required to be disclosed to *enrolled* students, as well as prospective students, effective July 1, 2010. The Department reiterates that it requires these disclosures, as well as the PIR disclosures, for all programs for all locations whether open, closed, or sold, since July 1, 2010 and July 1, 2011, respectively, through the present. As an example, for the Decatur, GA location, CCI produced only two identical PIR disclosures, albeit labeled 2011 and 2012. Despite the fact that this location stopped accepting new students in or about March 2012, enrolled students did not complete their training until December 31, 2012; thus, the disclosures had to be made to those enrolled students. In addition, CCI failed to produce Everest Decatur's required July 1, 2010 disclosure of its 2009 placement rates. CCI must produce any placement rate disclosures provided to enrolled or prospective students since July 1, 2010. To the extent that CCI amended any disclosures, the Department also requires that CCI produce the amended disclosures, as well as the original disclosures, along with a notation that they were amended and the date and reason as to why they were amended.
 - The Department understands that certain of CCI's catalogs contained consumer disclosures concerning placement. CCI has failed to produce any of the catalogs containing such disclosures.
 - Certain placement rates are purportedly calculated on a "Calendar Year" but do not state which calendar year.
 - Certain placement rates are purportedly based on a formula (for example, ACCSC) which calculates the cohort for placement. Please provide a detailed accounting of each student considered as a part of the relevant cohort.
- Action required in response to this letter: Please provide immediately an explanation for the discrepancies noted above, the catalog disclosures referenced above, a detailed accounting of the calendar years, and the cohort of students on which reporting was based.

Corinthian Colleges, Inc.
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- Evidence of placement percentages—January 23 letter, Page 4 Item B:
 - CCI must provide the evidence on which it relied to derive its placement percentages. This includes student placement files. To date, CCI has produced placement files for the 2012-13 award year for the following CCI schools: Santa Ana, Jacksonville, Melbourne, Kendall, Newport News, and Orlando North, whereas the Department required that CCI provide the campus files that include the student placement files for each location. Although CCI produced disclosure information for Brighton and Orange Park, the folders labeled “backup documentation” are empty. Also please note that some files are labeled “2011-12” but appear to be 2012-13 records. By producing files for only these six locations for only one year of the three years required, CCI has produced only incomplete files for less than 6% of its locations.
 - To the extent any accreditor or state calculates a placement cohort based on a student’s start date, CCI also failed to produce information concerning student start dates. As a result, the Department is unable to assess those rates.

- Action required in response to this letter: Within 10 days of receipt of this letter, provide a schedule, with exact production dates, for the submission of the placement files for each location and year for which files have been requested. CCI must produce the evidence on which CCI relied to derive the placement percentages for each program at each campus to the Department within a reasonable period of time, as delineated on the submitted schedule, and include a written explanation as to why this information has not yet been provided. In addition, CCI must submit a description of the staffing it is using to comply with these requirements, including the number and titles of staff at each CCI location that are delegated to gathering the information, and the amount of time each staff person is devoting (on a daily basis) to the task at hand. Also, please indicate if any changes are being made to comply with the Department’s requirements in a more-timely manner. Furthermore, to the extent CCI relied on any re-verification telephone efforts, CCI must produce any documentation or data it has of those efforts.

- Waivers—January 23 letter, Page 4-5 Item C: The January 23, 2014 letter required production of information for students who have been “waived” from inclusion in the numbers of students available for placement and the reasons for those waivers. The documentation CCI submitted includes health-related reasons for waivers, and the following statements from some of these students: “I do not want to share my private information” or “I wish to keep my personal medical condition private.”
 - Action required in response to this letter: Provide a written explanation and justification as to whether such a statement meets minimum accreditor standards for waiver documentation, plus proof of those standards. If minimum standards have not been met, CCI must produce additional information about the reason for

Corinthian Colleges, Inc.
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these waivers. This information shall be produced within 10 days of receipt of this letter.

- Heald Colleges—January 23 letter, Page 4 Item C: CCI provided one worksheet containing placement information for each year of graduates. However, the worksheet does not provide campus information. Because Heald published PIR consumer disclosures on a campus basis, CCI must provide campus information for each graduate. CCI must reproduce the worksheet and include campus and OPE ID information.
 - Action required in response to this letter: Provide this data within 10 days of receipt of this letter and include a written explanation as to why it was not previously provided, including details specific to each Heald location.
- 2013 Data—January 23 letter, Page 4 Items A, B, and C: As a reminder, CCI must provide 2013 disclosure information when that becomes available.
 - Action required in response to this letter: Provide a date by which CCI will produce this information.
- Missing Placement Worksheets—January 23 Letter, Page 4-5 Item C:
 - CCI still has not produced the placement worksheets for the Decatur, GA location and certain years of data are missing for other schools. Specifically, CCI produced the Ft. Lauderdale, FL campus information for 2010-2011 but not for 2011-2012, yet it closed in March, 2012, and thus the 2011-2012 placement information should be available. The same is true for the Hialeah, FL location (no placement information produced for 2012-13); the Chicago, IL location (no worksheet produced for 2011-12); the Milwaukee, WI location (no worksheet produced for 2012-13); and the Arlington, VA location (no worksheet produced for 2012-13).
 - Many of the consumer disclosures CCI provided to students in 2010, 2011, 2012, and 2013 specify, in footnotes, that timeframes being reported include students who graduated in 2009. For example, the “Consumer Disclosures” CCI produced in the 2011 PIR folder specify timeframes in 2009. CCI failed to produce any data for placements of graduates in 2009 and must do so immediately. If the 2008 cohort is implicated for any such disclosures, please also produce data for those graduates from 2008.
 - Action required in response to this letter: CCI must produce all missing information within 10 days, and provide a written explanation as to why the information was not produced in response to the earlier correspondence.

As stated in the April 22, 2014 letter, if you believe that CCI has produced any of the above-referenced documentation, please direct the Department’s attention to where these materials exist.

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Method of Payment: Transfer of CCI Schools to HCM1

The Department has transferred all CCI schools from Advance Payment to Heightened Cash Monitoring 1 (HCM1), effective immediately. This action is being taken as a result of CCI's failure to submit required documentation in a timely manner, as explained herein.

Under the HCM1 payment method, as stated at 34 C.F.R. § 668.162(e), CCI must first make disbursements to eligible students and parents before it requests or receives funds for the amount of those disbursements from the Department. This "Records First" requirement is fully described in the 2013-2014 Funding Authorization and Disbursement Information eAnnouncement, issued March 15, 2013. The funding request may not exceed the amount of the actual disbursements that were made to the students and parents included in the funding request. Providing the student accounts are credited before the funding requests are initiated, CCI institutions are permitted to draw down funds through the Department's electronic system for grants management and payments, G5, for the amount of disbursements it made to eligible students and parents. Disbursement records must be submitted to the Common Origination and Disbursement (COD) System at least seven days prior to the drawdown of Federal funds.

The Records First requirement also means that institutions on HCM1 that are participating in the Direct Loan (DL) program will have their Current Funding Level (CFL) reduced to the greater of Net Approved and Posted Disbursements (NAPD) or Net Draws (processed payments less all refunds, returns, offsets, and drawdown adjustments). In the event of a return to Advance Payment status, CCI will be expected to continue processing DL awards as Records First until the next DL global funding increase is processed.

Refer to the following eAnnouncement, <http://ifap.ed.gov/eannouncements/attachments/031513AttachImportantReminders1314FundingAuthandDisbursInfo.pdf>, for additional information about the Records First requirement.

Reporting Requirement Under HCM1:

CCI schools must meet the reporting requirements listed below:

CCI must provide a disbursement roster containing the following information for each OPE ID # (including any required adjustments due to changes in enrollment status or withdrawals):

- Student Name
- Social Security Number
- Educational Program
- Campus Location
- OPE ID of Location
- Beginning Enrollment Date
- Current Enrollment Status
- Expected Completion Date
- Title IV, HEA Program

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- Amount
- Disbursement Date
- Anticipated Date of G5 Drawdown
- Total Drawdown Amount by Program
- Total Drawdown Amount for Disbursement Roster

The disbursement rosters must be submitted directly to the e-mail address noted below. **CCI must first submit the roster and wait 21 business days from submission of the disbursement roster before drawing down the corresponding funds.** CCI must ensure that Personally Identifiable Information (PII) is protected.

In addition, CCI is required to provide information, by certified mail, no later than 10 days after receipt of notification of any of the following events:

- a) Any new adverse action, or letter advising CCI of potential adverse action, or change in status of an existing adverse action, including show cause, probation or similar action, taken against any CCI school by its accrediting agency or any federal oversight agency;
- b) Any new adverse action, or letter advising CCI of potential adverse action, or change in status of an existing adverse action taken against any CCI school by state licensure agencies;
- c) Any student complaints submitted to CCI from the respective accrediting agencies or state licensing agencies and information concerning the institution's resolution of the complaints;
- d) Any violation by CCI of any loan agreement and the discovery of information that suggests CCI is in jeopardy of breaching a debt covenant;
- e) The creation of new teach-out agreements, or changes to any teach-out agreements in place, including those approved by the institutions' accrediting agencies (and including those in place prior to the issuance of this letter);
- f) All other significant financial and other conditions, such as those required to be reported to CCI's shareholders and to the Securities and Exchange Commission;
- g) Any filing of a petition by or against CCI for relief in bankruptcy court.

CCI must also provide the following monthly updates, due on the last day of each month:

- i. Announcements or changes made to student consumer information regarding the institutions' degree and certificate program placement rates as required by 34 C.F.R. § 668.41(d)(5);
- ii. Copies of any and all correspondence between CCI and its accrediting agencies and state licensing agencies;
- iii. For students who graduated during the quarter, a summary of placement statistics of those students (numbers began in cohort; numbers graduated; numbers placed; number of waivers);
- iv. A worksheet consistent with those required in response to the Department's January 23, 2014 letter with placement information, including student contact and employer information (include all the same data as that required previously);

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- v. A copy of each student’s placement file (or a file for those who were counted as “waivers”);
- vi. A worksheet reflecting all grade and attendance changes made during that quarter, at any CCI location.

CCI is also required to provide the Department with immediate notice of CCI’s intent to close or sell any location. In addition, please provide the Department with a current list of all CCI locations that do not currently have teach-out agreements in place.

CCI must include, in its submission, a written notice detailing the circumstances surrounding any of the items listed above and, if necessary, measures considered or under consideration to resolve the issue.

Please note that this change in funding method does not preclude the Department from transferring CCI-owned institutions, individually or collectively, to another method of payment or taking adverse actions against the institutions.

The response to this letter and the notifications required under HCM1 must be sent to:

Gayle E. Palumbo, Ed.D.
Compliance Manager
San Francisco/Seattle School Participation Division
U.S. Department of Education
Federal Student Aid
50 Beale Street, Suite 9800
San Francisco, CA 94105-1863

E-mail: gayle.palumbo@[REDACTED]

Sincerely,

[REDACTED]

Robin S. Minor
Chief Compliance Officer
Program Compliance



**Meeting with Accrediting and State agencies
June 23, 2014 (Accreditors) and June 24, 2014 (State Agencies)**

ED Attendees:

Robin Minor (Chief Compliance Officer); Ron Bennett (SESG Director DC); Mary Gust (Director AAASG); Karen Chauvin (Deputy Chief Compliance Officer); Veronica Pickett (Director PIP); Carolyn White (Senior Advisor to ESG Director); Cynthia Thornton (Division Director, Dallas SPD); Mike Frola (Foreign Schools SPD); Nancy Gifford (Philadelphia SPD); Chris Miller (Atlanta SPD); Chris Curry (Compliance Manager, NY/Boston SPD); Jan Brandow (Compliance Manager, Kansas City SPD); Martina Fernandez-Rosario (San Francisco/Seattle SPD); Douglas Parrott (Chicago/Denver SPD)

Accreditors/State Agencies:

Chris Lambert (ACCSC); Michael McComis (ACCSC); Joseph Gurubatham (ACICS); Al Greg (ACICS); Karen Solinski on behalf Susan Manning (NCACHE); Richard Winn (WASC); Christine Oberg; Karen Solinski (NCACHE); WY DOE; Iowa; West Virginia Council for Community and Technical College; Texas Workforce Commission; Pennsylvania DOE; Michigan DOE; CA Bureau for Private Postsecondary ED; Florida DOE; Missouri DOE; New Jersey; OH Ohio State Board of Career Colleges and Schools; Representatives from: NASASPS; Ohio; Iowa; Massachusetts; Minnesota; Georgia; Nevada; Arizona; Arkansas; Kansas; Utah

Purpose for the Conference Call:

To ensure that all regulatory agencies are aware of the situation with the Corinthian Colleges Inc., (CCI), the MOU, and to develop a plan of communication going forward to ensure that:

- In the case of closure, we have good contacts that can share information quickly;
- We develop and discuss agency plans of action, when necessary (teach-outs);
- In case of Changes In Ownerships (CIOs), we can also share information and be in a position to respond to CCI in an expeditious manner;
- Answer questions, as necessary;
- Identify any actions that are on-going/pending with any of the oversight accrediting agencies and state agencies.

Summary of recent developments:

Over the last few months, the Department has been working to obtain information from CCI, including Job Placement information. CCI has not complied with providing all the requested information to the Department.

On June 12th, the Department sent CCI a letter placing all of the schools on Heightened Cash Monitoring 1 (HCM1); which of most consequence included –

- Delay of funding for 21 days: CCI was required to submit student rosters (for anticipated disbursements) and wait 21 days to draw down the funds.
- Provide data on any schools it intends to sell, close, etc, and any schools for which teachout agreements have not been secured.

In response, CCI began discussions with the Department about closure and/or sale of its Title IV participating institutions.

The MOU addresses the following:

- Provides CCI with funding to begin an orderly closure/sale of the schools. \$16 mil to fund operations through June 27th.
- By July 1st, provide the plan (STATUS) for the closure/sale of all CCI schools.
- Within 30 days, provide teach-out plans for ALL schools that participate in the Title IV programs.
- Agreement by CCI of NO new enrollments at any of the schools it will be closing (some due to the denial of recerts)

Concerns raised and issues we need to discuss further:

- Academic records and who will keep those (State oversight agencies?)
- On-line students: How do we better address those students, the records, continued funding for transfer/completion of the program.
- Placing restrictions on new enrollments, as necessary.

Next steps:

- Please share information/communication with the Department, and others, as appropriate so that everyone is reacting quickly to any new information or to collaborate when necessary.
- Ensure that we develop a Communication Plan going forward

The Department held a meeting with all accreditors and most of the states. We plan to have more meetings with Accreditors/State Agencies after we receive and evaluate the information that CCI will be submitting by July 1st on the plan for schools they plan to close, sell, teach-out, etc.

- Develop a list of Points of Contact for all agencies involved. Any others you wish to add, that are not on this distribution list, please send those names to Martina Fernandez-

Rosario via email at [<mailto:martina.fernandez-rosario@\[b\]\(6\)>](mailto:martina.fernandez-rosario@[b](6)).

PLEASE NOTE: All regulatory agencies should proceed with any action deemed necessary, despite the actions taken by the Department. We ask that you please keep us informed, and provide us with copies, of any actions/documents sent to any CCI owned school.

Thank you all for your participation and continued partnership as we strive to handle this situation in the best possible way to ensure that our students are protected.

From: Sam Boyd <sboyd@[b](6)>
Sent: 3/3/2015 4:35:15 PM -0500
To: Jessica Menjivar <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/1f5300692f024a49b36d7f16b6a6ec8d-jmenjivar>
CC: Cathy Kouko <ckouko@[b](6)>
Subject: RE: 00010898 Globe University App 61201 Additional Information Needed
Attachments: REVISED Certificate MAT ACA New Programs v 06 05 2014.xls

Dear Jessica,

Thank you for your time on the phone last week and for preliminary consideration of our proposal for delivery of the Certificate in Muscle Activation Techniques program. Below is a brief description of the program, which includes updates to the contact hours, followed by our proposal for delivery of the lab components.

Program summary:

The proposed Muscle Activation Techniques (MAT) Certificate program consists of nine courses. Each course is 4 credits and each course was submitted to ACICS with a 20 lecture/40 lab contact hour breakdown. After further discussions with the content developers, we have determined that the contact hour breakdown for the courses needs to be adjusted from the original program submission to ensure they accurately meet the intent for delivery of the program and courses. The courses continue to be 4 credits each, however, the contact hour breakdown will change to 30 lecture hours and 23 lab hours in each course with the exception of two courses: MAT430 which will be 30 lecture hours/30 lab hours and MAT450 which will be 40 lecture hours. Each course will be adjusted (rounded down) to 4 credits and the total credits required for the program will be 36 quarter credits. This calculates to 25% of the total program credits (41% of the contact hours) being delivered with the instructor present to observe the students performing techniques.

A revised Academic Credit Analysis has been attached for the purposes of this proposal and can be submitted (along with updated syllabi and application pages) for purposes of the new program's review. Please note the Academic Credit Analysis template provided on the ACICS website automatically rounds the 23 hours of lab to 1 credit so the only course listed with *adjusted* credits on the Academic Credit Analysis form is the MAT430 course.

Preliminary proposal for delivery of the lab components of the program:

All instructors for each of the MAT Certificate courses will be based out of the online division of our Globe University-Woodbury, Minnesota campus. During the lab portions of the courses students will meet at one of the lab meeting spaces and the primary lab instructor will be present (face-to-face) with some students and may also video conference with students at other lab locations. When there is video conferencing taking place, a qualified teaching assistant will be on site at the lab

spaces which are receiving instruction via video conferencing. The teaching assistant will provide additional support to students while they complete the lab portions of the classes. If it is necessary for us to choose a primary lab space, the Englewood, CO site (listed below) will be our primary lab location where the primary lab instructor will be on site with the video conferencing equipment. Ultimately, we would like the primary lab instructor to be on site at the lab location which is hosting the largest number of students, however, this can be adjusted if that scenario would require us to apply for a learning site at each of the lab spaces.

Students in this program receive all student services through the online division of Globe University. Students enrolling in online courses/programs are eligible to receive identical services to those enrolled in residential courses/programs, including, but not limited to, educational and financial aid guidance, employment assistance, tutoring and accommodations for students with disabling conditions. Lab meeting spaces are not intended to be a facility for administrative services.

Intended meeting spaces for the lab component of the MAT Certificate courses are listed below, however, the lab components could be taught anywhere and meeting spaces could change. If changes to the location of meeting spaces or delivery of the lab components occur, ACICS will be notified in advance of implementation of the changes.

99 Inverness Drive E. Suite 200, Englewood CO 80112

10250 E. Costilla Ave., Centennial, CO 80112

520 S. Sepulveda Blvd., Suite 304, Los Angeles, CA 90049

11205 N. May Ave #C, Oklahoma City, OK 73120

2511 S. Lakeline Blvd., Cedar Park, TX 78613

9501-B Union Cemetery Road, Loveland, OH 45140

12021 Northup Way # 102, Bellevue, WA 98005

30 Hotaling Place, San Francisco, CA 94111

1355 Remington Rd, Suite D Schaumburg, IL 60173

- 8721 Gunny Hwy, Odessa, FL 33556
- 2240 SW 71st Terrace Davie, FL 33317
- 181 Eglinton Ave East, Suite 300, Toronto, Ontario, Canada M4P 1J4

I have included Ms. Kuoko on this email to ensure all are informed of our intent and so that she is aware of the differences between the contact hour breakdown in this proposal from those submitted in the new program application materials.

I am happy to speak via phone again if any clarification or additional information is

needed.

Thank you for your time and consideration of this proposal.

Samantha Boyd

Accreditation and Application Manager

Broadview University | Globe University | The Institute of Production and Recording
|

Minnesota School of Business | Minnesota School of Cosmetology |

Phone: 651-332-(b)(6)

Fax: 651-332-8001

Email: sboyd@(b)(6)

From: Jessica Menjivar [mailto:jmenjivar@(b)(6)]
Sent: Thursday, February 26, 2015 3:52 PM
To: Sam Boyd
Subject: RE: 00010898 Globe University App 61201 Additional Information Needed

Sam,

I will be available to speak anytime between 10am to 1pm if you want to try me tomorrow.

Best Regards,

Jessica Menjivar

Program Analyst II

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

www.acics.org | 202.336.(b)(6) - p | 202.842.2593 - f

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From: Sam Boyd [<mailto:sboyd@>(b)(6)]
Sent: Thursday, February 26, 2015 4:46 PM
To: Jessica Menjivar
Subject: FW: 00010898 Globe University App 61201 Additional Information Needed

Good afternoon Ms. Menjivar,

Ms. Kuoko recommended I speak with you regarding what our options might be surrounding a program application that we have submitted. Due to the nature of the program's delivery (specifically the lab components), she asked that I speak with you as it may be necessary for us to submit a learning site application. Some of the questions that Ms. Kuoko has had thus far are below with my responses. I was wondering if you would be able to speak over the phone so that I can describe what we are hoping to do and get your feedback on how we might proceed.

Thank you,

Sam

From: Sam Boyd
Sent: Wednesday, February 25, 2015 10:03 AM
To: 'Cathy Kouko'
Cc: Mitchell Peterson; Lynn Lundquist
Subject: RE: 00010898 Globe University App 61201 Additional Information Needed

Ms. Kuoko,

Thank you for your inquiries regarding the Certificate in Muscle Activation Techniques program. This program is a bit unique for us and I am happy to provide any additional information that will help you in your review of it. Below are

responses to each of your inquiries.

- MAT305 prerequisites are not part of the course listing. Please advise.
 - **Response:** The three courses which are prerequisites for MAT305 are NS104 Anatomy and Physiology I, NS150 Anatomy and Physiology II, and HS202 Biomechanics. The courses are not required as part of the curriculum, however, if a student enrolls without this prerequisite knowledge the student may need to complete courses prior to beginning the MAT program coursework. The student needs to have taken the appropriate undergraduate Anatomy and Physiology coursework or may attempt to test out of the courses. The student must also have a minimum of two years of experience as a fitness trainer/related practical experience/appropriate certification or may need to take the Biomechanics course. Each student will need to be looked at on a case by case basis. This requirement is disclosed within the specific admissions requirements for the program:
Undergraduate coursework, or advanced placement by examination, in Anatomy and Physiology. Two years of experience as a fitness trainer or related practitioner, in which knowledge of kinesiology and biomechanics is demonstrated, or nationally recognized certification in fitness training. A combination of experience and certification will be considered.
- In the syllabi, the mode of instruction has been listed as residential, online and hybrid. The catalog indicates that this program is to be taken online. Please advise.
 - **Response:** Although the intent at this time is for the program to be offered in an online format with the lab components taken at a facility as referenced on the catalog pages, we want the ability to offer courses in other modalities as well. The catalog page is written the way it is to make clear to potential students that the program is intended to be offered online with the lab components at a facility. The syllabi are written the way they are to ensure that if, in the future, we determine to offer some of the courses in other modalities, we will be able to give students that option.
- 100% online programs generally do not require students to take either the lecture or lab portions of the program in a facility. Please advise.
 - **Response:** We recognize that this will be a unique way to deliver a program. Because of this, we want to ensure we are transparent with potential students regarding the requirements for this program. We have disclosed these requirements on the catalog page for just this reason. We intend to offer the program through the online division.
- Please advise how and who evaluates the competency of techniques in the program.
 - **Response:** The assigned instructors are responsible to evaluate students in each of the competencies within the courses. An instructor will be on site with the student at the lab to evaluate them. All instructors will need to possess appropriate MAT certification as well as be otherwise appropriately credentialed. Instructors will be hired by Globe University and meet state and ACICS hiring criteria for faculty teaching in non-degree program. We actually currently have two instructors on staff who have MAT certification and we believe are appropriately qualified to teach courses within this program. Faculty

Information Forms for Amy Erickson and Megan Leyba have been submitted.

Please reference the Accreditation Criteria section 2-2-505 and advise.

- **Response:** Although all instructors will need to be MAT certified to ensure they have the appropriate knowledge to teach the courses within this program, the instructors will be employed by Globe University and will meet all hiring criteria for faculty in non-degree programs as required by ACICS. It is our understanding that a 3rd party agreement would not be necessary in this instance.
- To put this in other context: It would be a bit like hiring a faculty member to teach an IT course with a specific IT certification. For example, Linux certification may be required for an instructor teaching a Linux programming course to ensure the instructor has the proper computer programming knowledge, however, we would not need an agreement with the company that developed Linux to hire the instructor to teach the course.

I know this is not an ordinary program or application so please let me know if there is any additional information that would be helpful in your review. Please also let me know if any additional/revised documentation is necessary. I am also happy to speak on the phone if it would be helpful to answer any questions. My direct line is 651-332-8028.

Thank you again for your time and review of this program.

Sam

From: Cathy Kouko [<mailto:ckouko@> (b)(6)]
Sent: Tuesday, February 24, 2015 4:05 PM
To: ACICSAAlert; Sam Boyd
Subject: 00010898 Globe University App 61201 Additional Information Needed

Dear Ms. Boyd,

After reviewing documentation in your school's new program application referenced above, we find that we need additional information. The information needed is as follows:

- MAT305 prerequisites are not part of the course listing. Please advise.
- In the syllabi, the mode of instruction has been listed as residential, online and hybrid. The catalog indicates that this program is to be taken online. Please advise.

100% online programs generally do not require students to take either the lecture or lab portions of the program in a facility. Please advise.

Please advise how and who evaluates the competency of techniques in the program.

Please reference the Accreditation Criteria section 2-2-505 and advise.

Thank you for your assistance in providing the additional information needed so that we may complete the review of this application. Please contact me if you have questions concerning this application

Best Regards,

Cathy Kouko

Program Analyst I

Accrediting Council for Independent Colleges and Schools

750 First Street, NE Suite 980 | Washington, DC 20002

www.acics.org | (P) 202.336.(b)(6) (F) 202.842.2593

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From: Sam Boyd <sboyd@[b](6)>
Sent: 3/3/2015 4:35:15 PM -0500
To: Jessica Menjivar <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/1f5300692f024a49b36d7f16b6a6ec8d-jmenjivar>
CC: Cathy Kouko <ckouko@[b](6)>
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Attachments: REVISED Certificate MAT ACA New Programs v 06 05 2014.xls

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99 Inverness Drive E. Suite 200, Englewood CO 80112

10250 E. Costilla Ave., Centennial, CO 80112

520 S. Sepulveda Blvd., Suite 304, Los Angeles, CA 90049

11205 N. May Ave #C, Oklahoma City, OK 73120

2511 S. Lakeline Blvd., Cedar Park, TX 78613

9501-B Union Cemetery Road, Loveland, OH 45140

12021 Northup Way # 102, Bellevue, WA 98005

30 Hotaling Place, San Francisco, CA 94111

1355 Remington Rd, Suite D Schaumburg, IL 60173

- 8721 Gunny Hwy, Odessa, FL 33556
- 2240 SW 71st Terrace Davie, FL 33317
- 181 Eglinton Ave East, Suite 300, Toronto, Ontario, Canada M4P 1J4

I have included Ms. Kuoko on this email to ensure all are informed of our intent and so that she is aware of the differences between the contact hour breakdown in this proposal from those submitted in the new program application materials.

I am happy to speak via phone again if any clarification or additional information is

needed.

Thank you for your time and consideration of this proposal.

Samantha Boyd

Accreditation and Application Manager

Broadview University | Globe University | The Institute of Production and Recording
|

Minnesota School of Business | Minnesota School of Cosmetology |

Phone: 651-332-(b)(6)

Fax: 651-332-8001

Email: sboyd@(b)(6)

From: Jessica Menjivar [mailto:jmenjivar@(b)(6)]
Sent: Thursday, February 26, 2015 3:52 PM
To: Sam Boyd
Subject: RE: 00010898 Globe University App 61201 Additional Information Needed

Sam,

I will be available to speak anytime between 10am to 1pm if you want to try me tomorrow.

Best Regards,

Jessica Menjivar

Program Analyst II

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

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From: Sam Boyd [[\(b\)\(6\)](mailto:sboyd@(b)(6))]
Sent: Thursday, February 26, 2015 4:46 PM
To: Jessica Menjivar
Subject: FW: 00010898 Globe University App 61201 Additional Information Needed

Good afternoon Ms. Menjivar,

Ms. Kuoko recommended I speak with you regarding what our options might be surrounding a program application that we have submitted. Due to the nature of the program's delivery (specifically the lab components), she asked that I speak with you as it may be necessary for us to submit a learning site application. Some of the questions that Ms. Kuoko has had thus far are below with my responses. I was wondering if you would be able to speak over the phone so that I can describe what we are hoping to do and get your feedback on how we might proceed.

Thank you,

Sam

From: Sam Boyd
Sent: Wednesday, February 25, 2015 10:03 AM
To: 'Cathy Kouko'
Cc: Mitchell Peterson; Lynn Lundquist
Subject: RE: 00010898 Globe University App 61201 Additional Information Needed

Ms. Kuoko,

Thank you for your inquiries regarding the Certificate in Muscle Activation Techniques program. This program is a bit unique for us and I am happy to provide any additional information that will help you in your review of it. Below are

responses to each of your inquiries.

- MAT305 prerequisites are not part of the course listing. Please advise.
 - **Response:** The three courses which are prerequisites for MAT305 are NS104 Anatomy and Physiology I, NS150 Anatomy and Physiology II, and HS202 Biomechanics. The courses are not required as part of the curriculum, however, if a student enrolls without this prerequisite knowledge the student may need to complete courses prior to beginning the MAT program coursework. The student needs to have taken the appropriate undergraduate Anatomy and Physiology coursework or may attempt to test out of the courses. The student must also have a minimum of two years of experience as a fitness trainer/related practical experience/appropriate certification or may need to take the Biomechanics course. Each student will need to be looked at on a case by case basis. This requirement is disclosed within the specific admissions requirements for the program:
Undergraduate coursework, or advanced placement by examination, in Anatomy and Physiology. Two years of experience as a fitness trainer or related practitioner, in which knowledge of kinesiology and biomechanics is demonstrated, or nationally recognized certification in fitness training. A combination of experience and certification will be considered.
- In the syllabi, the mode of instruction has been listed as residential, online and hybrid. The catalog indicates that this program is to be taken online. Please advise.
 - **Response:** Although the intent at this time is for the program to be offered in an online format with the lab components taken at a facility as referenced on the catalog pages, we want the ability to offer courses in other modalities as well. The catalog page is written the way it is to make clear to potential students that the program is intended to be offered online with the lab components at a facility. The syllabi are written the way they are to ensure that if, in the future, we determine to offer some of the courses in other modalities, we will be able to give students that option.
- 100% online programs generally do not require students to take either the lecture or lab portions of the program in a facility. Please advise.
 - **Response:** We recognize that this will be a unique way to deliver a program. Because of this, we want to ensure we are transparent with potential students regarding the requirements for this program. We have disclosed these requirements on the catalog page for just this reason. We intend to offer the program through the online division.
- Please advise how and who evaluates the competency of techniques in the program.
 - **Response:** The assigned instructors are responsible to evaluate students in each of the competencies within the courses. An instructor will be on site with the student at the lab to evaluate them. All instructors will need to possess appropriate MAT certification as well as be otherwise appropriately credentialed. Instructors will be hired by Globe University and meet state and ACICS hiring criteria for faculty teaching in non-degree program. We actually currently have two instructors on staff who have MAT certification and we believe are appropriately qualified to teach courses within this program. Faculty

Information Forms for Amy Erickson and Megan Leyba have been submitted.

Please reference the Accreditation Criteria section 2-2-505 and advise.

- **Response:** Although all instructors will need to be MAT certified to ensure they have the appropriate knowledge to teach the courses within this program, the instructors will be employed by Globe University and will meet all hiring criteria for faculty in non-degree programs as required by ACICS. It is our understanding that a 3rd party agreement would not be necessary in this instance.
- To put this in other context: It would be a bit like hiring a faculty member to teach an IT course with a specific IT certification. For example, Linux certification may be required for an instructor teaching a Linux programming course to ensure the instructor has the proper computer programming knowledge, however, we would not need an agreement with the company that developed Linux to hire the instructor to teach the course.

I know this is not an ordinary program or application so please let me know if there is any additional information that would be helpful in your review. Please also let me know if any additional/revised documentation is necessary. I am also happy to speak on the phone if it would be helpful to answer any questions. My direct line is 651-332-(b)(6)

Thank you again for your time and review of this program.

Sam

From: Cathy Kouko [[\(b\)\(6\)](mailto:ckouko@(b)(6))]
Sent: Tuesday, February 24, 2015 4:05 PM
To: ACICSAAlert; Sam Boyd
Subject: 00010898 Globe University App 61201 Additional Information Needed

Dear Ms. Boyd,

After reviewing documentation in your school's new program application referenced above, we find that we need additional information. The information needed is as follows:

- MAT305 prerequisites are not part of the course listing. Please advise.
- In the syllabi, the mode of instruction has been listed as residential, online and hybrid. The catalog indicates that this program is to be taken online. Please advise.

100% online programs generally do not require students to take either the lecture or lab portions of the program in a facility. Please advise.

Please advise how and who evaluates the competency of techniques in the program.

Please reference the Accreditation Criteria section 2-2-505 and advise.

Thank you for your assistance in providing the additional information needed so that we may complete the review of this application. Please contact me if you have questions concerning this application

Best Regards,

Cathy Kouko

Program Analyst I

Accrediting Council for Independent Colleges and Schools

750 First Street, NE Suite 980 | Washington, DC 20002

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From: Joseph Gurubatham <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/2839EEC7707F4128A4DE87103ED162F4-JGURUBATHAM>
Sent: 3/5/2015 9:44:45 AM -0500
To: Jessica Menjivar <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/1f5300692f024a49b36d7f16b6a6ec8d-jmenjivar>; Susan Greer <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/c539aa149ae54c71a8d2bc2d86525db6-sgreer>
CC: Cathy Kouko <ckouko@[b](6)>
Subject: RE: 00010898 Globe University App 61201 Additional Information Needed

Dear Jessica:

I have had some previous conversations with them about one of their programs. Please meet with me and Susan so we can discuss this.

Joseph

Joseph E. Gurubatham, Ed.D.

Senior Vice President, Accreditation and Institutional Development

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

www.acics.org | 202.336.[b](6) - p | 202.842.2593 – f

From: Jessica Menjivar
Sent: Wednesday, March 04, 2015 6:51 PM
To: Susan Greer; Joseph Gurubatham
Cc: Cathy Kouko
Subject: FW: 00010898 Globe University App 61201 Additional Information Needed
Importance: High

Sue/Joseph:

I'd like your input on this scenario:

This is pertaining to a NP application Cathy is reviewing for Globe University. Please review the second portion of the e-mail, *Preliminary proposal for delivery of the lab components of the program*, dealing with the lab component of the program that will be conducted at various sites.

My question is if this is a situation where they would need to submit multiple Learning Site Applications (one for each of the sites they intend to use), a Learning Site Application for the sites where the primary lab instructor is on site "...which is hosting the largest number of students", or just one LS application with the a "home base" facility (similar to the Wright Career College's Vet Tech Mobile Lab learning site where the Learning Site address is where the mobile lab is parked w/ multiple parking sites)?

Let me know if additional information is required.

Best Regards,

Jessica Menjivar

Program Analyst II

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

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From: Sam Boyd [[\(b\)\(6\)](mailto:sboyd@(b)(6))]
Sent: Tuesday, March 03, 2015 4:35 PM
To: Jessica Menjivar
Cc: Cathy Kouko
Subject: RE: 00010898 Globe University App 61201 Additional Information Needed

Dear Jessica,

Thank you for your time on the phone last week and for preliminary consideration of our proposal for delivery of the Certificate in Muscle Activation Techniques program. Below is a brief description of the program, which includes updates to the contact hours, followed by our proposal for delivery of the lab components.

Program summary:

The proposed Muscle Activation Techniques (MAT) Certificate program consists of nine courses. Each course is 4 credits and each course was submitted to ACICS with a 20 lecture/40 lab contact hour breakdown. After further discussions with the content developers, we have determined that the contact hour breakdown for the courses needs to be adjusted from the original program submission to ensure they accurately meet the intent for delivery of the program and courses. The courses continue to be 4 credits each, however, the contact hour breakdown will change to 30 lecture hours and 23 lab hours in each course with the exception of two courses: MAT430 which will be 30 lecture hours/30 lab hours and MAT450 which will be 40 lecture hours. Each course will be adjusted (rounded down) to 4 credits and the total credits required for the program will be 36 quarter credits. This calculates to 25% of the total program credits (41% of the contact hours) being delivered with the instructor present to observe the students performing techniques.

A revised Academic Credit Analysis has been attached for the purposes of this proposal and can be submitted (along with updated syllabi and application pages) for purposes of the new program's review. Please note the Academic Credit Analysis template provided on the ACICS website automatically rounds the 23 hours of lab to 1 credit so the only course listed with *adjusted* credits on the Academic Credit Analysis form is the MAT430 course.

Preliminary proposal for delivery of the lab components of the program:

All instructors for each of the MAT Certificate courses will be based out of the online division of our Globe University-Woodbury, Minnesota campus. During the lab portions of the courses students will meet at one of the lab meeting spaces and the primary lab instructor will be present (face-to-face) with some students and may also video conference with students at other lab locations. When there is video conferencing taking place, a qualified teaching assistant will be on site at the lab spaces which are receiving instruction via video conferencing. The teaching assistant will provide additional support to students while they complete the lab portions of the classes. If it is necessary for us to choose a primary lab space, the Englewood, CO site (listed below) will be our primary lab location where the primary lab instructor will be on site with the video conferencing equipment. Ultimately, we would like the primary lab instructor to be on site at the lab location which is hosting the largest number of students, however, this can be adjusted if that scenario would require us to apply for a learning site at each of the lab spaces.

Students in this program receive all student services through the online division of Globe University. Students enrolling in online courses/programs are eligible to receive identical services to those enrolled in residential courses/programs, including, but not limited to, educational and financial aid guidance, employment assistance, tutoring and accommodations for students with disabling conditions. Lab meeting spaces are not intended to be a facility for administrative services.

Intended meeting spaces for the lab component of the MAT Certificate courses are listed below, however, the lab components could be taught anywhere and meeting spaces could change. If changes to the location of meeting spaces or delivery of the lab components occur, ACICS will be notified in advance of implementation of the changes.

99 Inverness Drive E. Suite 200, Englewood CO 80112

10250 E. Costilla Ave., Centennial, CO 80112

520 S. Sepulveda Blvd., Suite 304, Los Angeles, CA 90049

11205 N. May Ave #C, Oklahoma City, OK 73120

2511 S. Lakeline Blvd., Cedar Park, TX 78613

9501-B Union Cemetery Road, Loveland, OH 45140

12021 Northup Way # 102, Bellevue, WA 98005

30 Hotaling Place, San Francisco, CA 94111

1355 Remington Rd, Suite D Schaumburg, IL 60173

- 8721 Gunny Hwy, Odessa, FL 33556
- 2240 SW 71st Terrace Davie, FL 33317
- 181 Eglinton Ave East, Suite 300, Toronto, Ontario, Canada M4P 1J4

I have included Ms. Kuoko on this email to ensure all are informed of our intent and so that she is aware of the differences between the contact hour breakdown in this proposal from those submitted in the new program application materials.

I am happy to speak via phone again if any clarification or additional information is needed.

Thank you for your time and consideration of this proposal.

Samantha Boyd

Accreditation and Application Manager

Broadview University | Globe University | The Institute of Production and Recording
|

Minnesota School of Business | Minnesota School of Cosmetology |

Phone: 651-332-(b)(6)

Fax: 651-332-8001

Email: sboyd@(b)(6)

From: Jessica Menjivar [<mailto:jmenjivar@>(b)(6)]
Sent: Thursday, February 26, 2015 3:52 PM
To: Sam Boyd
Subject: RE: 00010898 Globe University App 61201 Additional Information Needed

Sam,

I will be available to speak anytime between 10am to 1pm if you want to try me tomorrow.

Best Regards,

Jessica Menjivar

Program Analyst II

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

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From: Sam Boyd [mailto:sboyd@(b)(6)]
Sent: Thursday, February 26, 2015 4:46 PM
To: Jessica Menjivar
Subject: FW: 00010898 Globe University App 61201 Additional Information Needed

Good afternoon Ms. Menjivar,

Ms. Kuoko recommended I speak with you regarding what our options might be surrounding a program application that we have submitted. Due to the nature of the program's delivery (specifically the lab components), she asked that I speak with you as it may be necessary for us to submit a learning site application. Some of the questions that Ms. Kuoko has had thus far are below with my responses. I was wondering if you would be able to speak over the phone so that I can describe what we are hoping to do and get your feedback on how we might proceed.

Thank you,

Sam

From: Sam Boyd
Sent: Wednesday, February 25, 2015 10:03 AM
To: 'Cathy Kouko'
Cc: Mitchell Peterson; Lynn Lundquist
Subject: RE: 00010898 Globe University App 61201 Additional Information Needed

Ms. Kuoko,

Thank you for your inquiries regarding the Certificate in Muscle Activation Techniques program. This program is a bit unique for us and I am happy to provide any additional information that will help you in your review of it. Below are responses to each of your inquiries.

- MAT305 prerequisites are not part of the course listing. Please advise.
 - **Response:** The three courses which are prerequisites for MAT305 are NS104 Anatomy and Physiology I, NS150 Anatomy and Physiology II, and HS202 Biomechanics. The courses are not required as part of the curriculum, however, if a student enrolls without this prerequisite knowledge the student may need to complete courses prior to beginning the MAT program coursework. The student needs to have taken the appropriate undergraduate Anatomy and Physiology coursework or may attempt to test out of the courses. The student must also have a minimum of two years of experience as a fitness trainer/related practical experience/appropriate certification or may need to take the Biomechanics course. Each student will need to be looked at on a case by case basis. This requirement is disclosed within the specific admissions requirements for the program:
Undergraduate coursework, or advanced placement by examination, in Anatomy and Physiology. Two years of experience as a fitness trainer or related practitioner, in which knowledge of kinesiology and biomechanics is demonstrated, or nationally recognized

- In the syllabi, the mode of instruction has been listed as residential, online and hybrid. The catalog indicates that this program is to be taken online. Please advise.
 - **Response:** Although the intent at this time is for the program to be offered in an online format with the lab components taken at a facility as referenced on the catalog pages, we want the ability to offer courses in other modalities as well. The catalog page is written the way it is to make clear to potential students that the program is intended to be offered online with the lab components at a facility. The syllabi are written the way they are to ensure that if, in the future, we determine to offer some of the courses in other modalities, we will be able to give students that option.
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Please reference the Accreditation Criteria section 2-2-505 and advise.

- **Response:** Although all instructors will need to be MAT certified to ensure they have the appropriate knowledge to teach the courses within this program, the instructors will be employed by Globe University and will meet all hiring criteria for faculty in non-degree programs as required by ACICS. It is our understanding that a 3rd party agreement would not be necessary in this instance.
- To put this in other context: It would be a bit like hiring a faculty member to teach an IT course with a specific IT certification. For example, Linux certification may be required for an instructor teaching a Linux programming course to ensure the instructor has the proper computer programming knowledge, however, we would not need an agreement with the company that developed Linux to hire the instructor to teach the course.

I know this is not an ordinary program or application so please let me know if there is any additional information that would be helpful in your review. Please also let me know if any additional/revised documentation is necessary. I am also happy to speak on the phone if it would be helpful to answer any questions. My direct line is 651-332-8028.

Thank you again for your time and review of this program.

Sam

From: Cathy Kouko [mailto:ckouko@(b)(6)]
Sent: Tuesday, February 24, 2015 4:05 PM
To: ACICSAAlert; Sam Boyd
Subject: 00010898 Globe University App 61201 Additional Information Needed

Dear Ms. Boyd,

After reviewing documentation in your school's new program application referenced above, we find that we need additional information. The information needed is as follows:

- MAT305 prerequisites are not part of the course listing. Please advise.
- In the syllabi, the mode of instruction has been listed as residential, online and hybrid. The catalog indicates that this program is to be taken online. Please advise.

100% online programs generally do not require students to take either the lecture or lab portions of the program in a facility. Please advise.

Please advise how and who evaluates the competency of techniques in the program.

Please reference the Accreditation Criteria section 2-2-505 and advise.

Thank you for your assistance in providing the additional information needed so that we may complete the review of this application. Please contact me if you have questions concerning this application

Best Regards,

Cathy Kouko

Program Analyst I

Accrediting Council for Independent Colleges and Schools

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From: Susan Greer <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/C539AA149AE54C71A8D2BC2D86525DB6-SGREER>
Sent: 9/18/2015 2:58:02 PM -0400
To: Sam Boyd <sboyd@[b](6)> Derrick Ware <DWare@[b](6)>
CC: Perliter Walters-Gilliam <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/6f0efc3dd0614f609e6b1f2e85504411-PWGilliam>; ProgramAnalyst <programanalyst@[b](6)>
Subject: RE: Deferral Response Question

Sam

I have copied our program analyst on your email and we will place your actions on the priority list since they are in response to a Council request.

I don't anticipate a problem with the surrenders, but we do have a queue of priority approvals due to Council requests; however this queue isn't 30 days.

With respect to the other non-substantive changes. If they are already InProcess, we sort by date so staff should be able to keep the previously submitted actions separate; however, those submitted prior to this week may fall beyond the 30 day, as will other school requests, in order for staff to work the priority requests.

Thanks, as always, for your email notifying us of the uploads.

Sue Greer

Vice President – Accreditation Operations

202-336-[b](6)

From: Sam Boyd [mailto:sboyd@[b](6)]
Sent: Friday, September 18, 2015 12:56 PM
To: Derrick Ware; Susan Greer
Cc: Perliter Walters-Gilliam
Subject: RE: Deferral Response Question

Thank you for your guidance. Please note that I missed a campus when I send the initial list. Our Minnesota School of Business, Blaine, MN (ACICS ID: 00022976)

campus is also impacted. I have updated the list below so that all campuses are included.

While it would be nice to get the fees back for those two campuses, I am not overly concerned about them. My main concerns are:

Since the A.A.S. Information Technology Non-substantive program modifications that address the deferral were just recently filed (yesterday), will there be sufficient time to receive the official acknowledgement for the changes prior to our October 31, 2015 deadline for the deferral response?

Will there be sufficient time to acknowledge program surrenders by the above-referenced deferral response deadline?

Prior to receiving the notification of deferral from Council, we filed other non-substantive changes for the A.A.S. Information Technology program, will that confuse the process?

Thank you so much for your guidance,

Sam

From: Derrick Ware [[mailto:DWare@\[b\]\(6\)@](mailto:DWare@[b](6)@)]
Sent: Friday, September 18, 2015 11:36 AM
To: Sam Boyd <[sboyd@\[b\]\(6\)@](mailto:sboyd@[b](6)@)>
Cc: Susan Greer <[sgreer@\[b\]\(6\)@](mailto:sgreer@[b](6)@)>; Perliter Walters-Gilliam <[PWGilliam@\[b\]\(6\)@](mailto:PWGilliam@[b](6)@)>
Subject: RE: Deferral Response Question

Ms. Boyd,

I have included Susan Greer on this response as she manages the application processes and can provide guidance on your request. Additionally, I am adding the campus information referenced in another message to consolidate our correspondence. Please advise if I can provide any further assistance.

Derrick

mpuses for which we would consider officially surrendering the AAS Information

Technology program are:

- Minnesota School of Business, Brooklyn Center, MN (ACICS ID: 00011152)
- Minnesota School of Business, Plymouth, MN (ACICS ID: 00020409)

As said, deferral responses will be required for all of our Minnesota School of Business Campuses as the issue with the AAS Information Technology caused deferral at all of the campuses. The full list of locations are listed below.

Minnesota School of Business, Richfield, MN (Main campus, ACICS ID: 00011103)

Minnesota School of Business, Elk River, MN (Branch campus, ACICS ID: 00024688)

Minnesota School of Business, Lakeville, MN (Branch campus, ACICS ID: 00024845)

Minnesota School of Business, Brooklyn Center, MN (Branch campus, ACICS ID: 00011152)

Globe University, Moorhead, MN (a Minnesota School of Business campus doing business as Globe University (Branch campus, ACICS ID: 00023885)

Minnesota School of Business, Plymouth MN (Branch campus, ACICS ID: 00020409)

Minnesota School of Business, Rochester, MN (Branch campus, ACICS ID: 00021959)

Minnesota School of Business, Waite Park (St. Cloud), MN (Branch campus, ACICS ID: 00021516)

Minnesota School of Business, Blaine, MN (Branch campus, ACICS ID: 00022976)

Let me know if additional information would be helpful.

Thanks,

Sam

From: Sam Boyd [[\(b\)\(6\)](mailto:sboyd@(b)(6))]
Sent: Friday, September 18, 2015 11:46 AM
To: Derrick Ware
Subject: RE: Deferral Response Question

Thank you for this information. It helps immensely.

With regard to surrendering the program at the two previously referenced campuses: Because we were concerned that we would not have enough time to receive the acknowledgement letters for the non-substantive changes, we filed them for the two campuses for which we intend to surrender the program. Are we able to retract the non-sub program modification applications for those two campuses and receive a refund for the fees we have paid?

Thank you,

Sam

From: Derrick Ware [mailto:DWare@(b)(6)]
Sent: Friday, September 18, 2015 10:34 AM
To: Sam Boyd <sboyd@(b)(6)>
Subject: RE: Deferral Response Question

Ms. Boyd,

Below you will find my responses to the questions in your initial message.

The acknowledgement referred to in the letter is the official response from the ACICS office acknowledging the change being made to the program. A screenshot of application submission is not an acceptable form of documentation. Further, in the narrative of the response, it is imperative that you explain the change and the rationale so that there is context for the acknowledgement letter.

For your campuses that are voluntarily discontinuing the currently approved program, a Non-Substantive Program Modification Form is not needed. To formally discontinue a program, please refer to section 2-2-503 of the Accreditation Criteria. There is a non-fee program discontinuation/termination application that must be submitted via the campus's account. The campus must log into the institutional account and select the Program Termination Application to report on that program – this must be done for EACH TERMINATED PROGRAM. We then provide acknowledgement of the "application to terminate/discontinue". In the response, please include that in the narrative, and as supporting documents, upload the submission of the applications and the acknowledgement from ACICS. Submitting this free application helps to formally track the process.

Hopefully this response clarifies the concerns related to your deferral response. If

you would still like me to call, I will be available this afternoon if you have any additional questions.

Regards,

Derrick Ware

Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

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From: Sam Boyd
Sent: Thursday, September 17, 2015 8:11 AM
To: 'dware@acics.org' <dware@(b)(6)>
Subject: Deferral Response Question

Good Morning Mr. Ware,

I am reaching out this morning with two questions regarding the deferral responses we are currently preparing for our Minnesota School of Business campuses. Are you able to provide guidance on the following:

The letter we received regarding the deferral and required actions indicated that we must include an acknowledgement from the Council of the program application that we are required to file. The changes we intend to make to the program will be considered non-substantive in nature which normally do not required council approval prior to implementation. Can you tell me if the acknowledgement referred to in the letter is the official communication letter we receive from ACICS acknowledging the changes, or can it be in the form of a screenshot showing that the non-substantive program application has been submitted?

If we intend to relinquish approval of the program at some of the campuses due to no current enrollment in the program at those campuses, will we still be required to file the non-substantive program modifications for those campuses? If we are not

required to file the non-substantive changes at those campuses, what would be the appropriate documentation that the program approval has been relinquished (for example, could we submit a copy of what we submit to ACICS as proof that we have relinquished approval)?

Thank you in advance for your guidance,

Sam

Samantha Boyd

Accreditation and Application Manager

Institutional Quality and Effectiveness

Corporate Offices

Phone: 651.332. (b)(6)

<http://www.globeuniversity.edu>



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From: Jessica Menjivar <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/1F5300692F024A49B36D7F16B6A6EC8D-JMENJIVAR>
Sent: 7/11/2013 5:14:56 PM -0400
To: Cathy Kouko <ckouko@[REDACTED]>
Subject: FW: ITT Technical Institute - Multiple Locations - Program Surrender
Attachments: Discontinued Programs - ITT Technical Institutes - 7.11.13.pdf

Best Regards,

Jessica Menjivar

Program Analyst II

Accreditation and Institutional Development

ACICS| Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T 202.336.[REDACTED]

F 202.842.2593

www.acics.org

From: Melissa Jones at HQ [mailto:MJones26@[REDACTED]]
Sent: Thursday, July 11, 2013 4:03 PM
To: Jessica Menjivar
Cc: Diane Black at 116; Adam Merkle at 112; Herb Brubaker at 078; Staci Hitzke at 149; Raymond Barry at 091; April Elston at 016; Dave Roustio at 029; Michael Kranzusch at 019; Jarvis Racine at 065; William Vinson at 120; Wendy Kandel at HQ
Subject: ITT Technical Institute - Multiple Locations - Program Surrender

Good Afternoon Jessica,

Attached is a letter requesting the discontinuation/surrender of multiple programs at multiple ITT Technical Institute campuses. If you have any questions or require additional information, please let me know.

Thank you!

Melissa Jones

Regulatory Affairs Manager
ITT Educational Services, Inc.
13000 North Meridian Street
Carmel, IN 46032

Phone: (317) 582-(b)(6)

Email: MJones26@(b)(6)

ITT Educational Services, Inc.

July 11, 2013



Ms. Jessica Menjivar
 Program Analyst I
 Accrediting Council for Independent
 Colleges and Schools
 750 First Street, NE, Suite 980
 Washington, DC 20002-4241

Subject: Discontinued Program - ITT Technical Institutes

Dear Ms. Menjivar:

Please be advised that the following ITT Technical Institutes no longer intend to offer the following programs at the following campuses:

ITT Technical Institute - Madison, AL	00023855	Criminal Justice (Bachelor)
ITT Technical Institute - Mobile, AL	00023521	Computer and Electronics Engineering Technology (Associate)
ITT Technical Institute - Little Rock, AR	00016044	Computer Drafting and Design (Associate)
ITT Technical Institute - Little Rock, AR	00016044	Computer and Electronics Engineering Technology (Associate)
ITT Technical Institute - Little Rock, AR	00016044	Visual Communications (Associate)
ITT Technical Institute - Brooklyn Center, MN	00043247	Computer and Electronics Engineering Technology (Associate)
ITT Technical Institute - Eden Prairie, MN	00020888	Electronics and Communications Engineering Technology (Bachelor)
ITT Technical Institute - Arnold, MO	00016036	Criminal Justice (Bachelor)
ITT Technical Institute - Arnold, MO	00016036	Project Management (Bachelor)
ITT Technical Institute - Earth City, MO	00016067	Computer Drafting and Design (Associate)
ITT Technical Institute - Earth City, MO	00016067	Software Development Technology (Associate)
ITT Technical Institute - Earth City, MO	00016067	Information Systems Security (Bachelor)
ITT Technical Institute - Kansas City, MO	00021681	Visual Communications (Associate)
ITT Technical Institute - Kansas City, MO	00021681	Criminal Justice (Bachelor)
ITT Technical Institute - Kansas City, MO	00021681	Project Management (Bachelor)
ITT Technical Institute - Springfield, MO	00024502	Computer Drafting and Design (Associate)
ITT Technical Institute - Springfield, MO	00024502	Information Technology - Computer Network Systems (Associate)

13000 North Meridian Street, Carmel, IN 46032-1404
 Telephone (317) 582-0777 Fax (317) 706-3040
 MJones26@itt-tech.edu
 ED00019283

ITT Technical Institute - Green Bay, WI	00018925	Computer and Electronics Engineering Technology (Associate)
ITT Technical Institute - Green Bay, WI	00018925	Criminology and Forensic Technology (Associate)
ITT Technical Institute - Greenfield, WI	00016089	Business Administration (Bachelor)
ITT Technical Institute - Greenfield, WI	00016089	Project Management (Bachelor)
ITT Technical Institute - Madison, WI	00023951	Criminal Justice (Associate)
ITT Technical Institute - Madison, WI	00023951	Electrical Engineering and Communications Technology (Bachelor)

There are no students currently enrolled in the programs nor are any students enrolled for future quarters.

If you have any questions or require additional information, please do not hesitate to contact me at (800) 388-3368, extension (b)(6) or via email at [\(b\)\(6\)](mailto:MJones26@(b)(6))

(b)(6)

Sincerely,

(b)(6)

Melissa Jones
Regulatory Affairs Manager

From: Jessica Menjivar <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/1F5300692F024A49B36D7F16B6A6EC8D-JMENJIVAR>
Sent: 7/10/2013 9:34:11 AM -0400
To: Russie Allen <rallen@[b](6)>
Subject: FW: ITT Tech Program Surrenders
Attachments: HAN.ACICS ISS Surrender Notice 01-10-13.docx

From: Cheryl Brooks at HQ [mailto:CBrooks@[b](6)]
Sent: Thursday, January 10, 2013 1:55 PM
To: Jessica Menjivar
Subject: ITT Tech Program Surrenders

Ms. Menjivar,

Attached are letters requesting the surrender (discontinuation) of a program at ITT Technical Institute, Hanover, MD (00066083).

Thanks,

Cheryl

Cheryl L. S. Brooks

Regulatory Affairs Manager

ITT Educational Services, Inc.

13000 North Meridian Street

Carmel, IN 46032

Phone: (317) 706-[b](6)

Fax: (317) 706 -3040

A boat is safe in the harbor, but that is not the purpose of a boat.

Paulo Coelho



ITT Educational Services, Inc.

January 10, 2013

Jessica Menjivar
Program and Accreditation Support Coordinator
Campus Development
Accrediting Council for Independent Colleges and Schools
750 First Street N.E., Suite 980
Washington, D.C. 20002-4241

Re: Program Surrenders
ITT Technical Institute, Hanover

ID Code 00066083

Dear Ms. Menjivar

Please be advised that the above listed ITT Technical Institute wishes to cease offering the following programs:

- Bachelor Degree – Information Systems Security

Please remove these programs from the schools' list of approved program offerings. There are no students enrolled in these programs and they will be removed from our catalog and other materials.

Please contact me if you have any questions or need additional information.

Sincerely,

(b)(6)

Cheryl L.S. Brooks
Regulatory Affairs Manager

cc: Freweiny Tesfazghi, ITT Technical Institute, Hanover
David Colozzi, Mid-Atlantic District Manager

ITT Educational Services, Inc.



From: Jessica Menjivar <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/1F5300692F024A49B36D7F16B6A6EC8D-JMENJIVAR>
Sent: 7/10/2013 9:32:34 AM -0400
To: Russie Allen <rallen@[REDACTED]>
Subject: FW: ITT Tech Surrender Notices
Attachments: 201306281648.pdf

From: Jeffrey Biltz at HQ [mailto:JBiltz@[REDACTED]]
Sent: Friday, June 28, 2013 4:53 PM
To: Jessica Menjivar
Subject: ITT Tech Surrender Notices

Ms. Menjivar,

Please find the attached surrender notice for programs at various ITT Technical Institutes.

If you have any questions, please let me know.

Thanks,

Jeff

Jeffrey Biltz

Regulatory Affairs Manager

ITT Educational Services, Inc.

13000 North Meridian Street

Carmel, IN 46032

Telephone: (317) 706-(b)(6)

Fax: (317) 706-3041

Email: [\(b\)\(6\)">jbiltz@\(b\)\(6\)](mailto:jbiltz@<span style=)

June 28, 2013



Ms. Jessica Menjivar
 Program Analyst I
 Accrediting Council for Independent
 Colleges and Schools
 750 First Street, NE, Suite 980
 Washington, DC 20002-4241

Subject: Discontinued Program - ITT Technical Institutes

Dear Ms. Menjivar:

Please be advised that the following ITT Technical Institutes no longer intend to offer the following programs at the following campuses:

ITT Tech, Lexington	00022403	Criminal Justice (Associate)
ITT Tech, Lexington	00022403	Computer and Electronics Engineering Technology (Associate)
ITT Tech, Hilliard	00020844	Business Administration (Associate)
ITT Tech, Hilliard	00020844	Computer and Electronics Engineering Technology (Associate)
ITT Tech, Hilliard	00020844	Construction Management (Bachelor)
ITT Tech, Knoxville	00016042	Digital Entertainment and Game Design (Bachelor)
ITT Tech, Nashville	00016053	Digital Entertainment and Game Design (Bachelor)
ITT Tech, Nashville	00016053	Software Engineering Technology (Bachelor)
ITT Tech, Warrensville Heights	00021963	Computer and Electronics Engineering Technology (Associate)
ITT Tech, Warrensville Heights	00021963	Software Development Technology (Associate)
ITT Tech, Akron	00026877	Paralegal Studies (Associate)
ITT Tech, Maumee	00022856	Business Administration (Associate)
ITT Tech, Maumee	00022856	Computer and Electronics Engineering Technology (Associate)
ITT Tech, Maumee	00022856	Visual Communications (Associate)
ITT Tech, Cedar Rapids	00031637	Information Technology - Computer Network Systems (Associate)
ITT Tech, Norwood	00016056	Business Administration (Associate)
ITT Tech, Norwood	00016056	Computer Drafting and Design (Associate)
ITT Tech, Norwood	00016056	Criminal Justice (Bachelor)
ITT Tech, Norwood	00016056	Information Technology - Computer Network Systems (Associate)
ITT Tech, Chattanooga	00023672	Criminal Justice (Associate)

There are no students currently enrolled in the programs nor are any students enrolled for future quarters.

If you have any questions or require additional information, please do not hesitate to contact me at (800) 388-3368, extension (b)(6) or via email at [\(b\)\(6\)](mailto:jbiltz@(b)(6))

Sincerely

(b)(6)

Regulatory Affairs Manager

From: Jessica Menjivar <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/1F5300692F024A49B36D7F16B6A6EC8D-JMENJIVAR>
Sent: 7/10/2013 9:32:08 AM -0400
To: Russie Allen <rallen@[REDACTED]>
Subject: FW: ITT Tech, Dayton (00016065) Program Surrender
Attachments: Surrender Notice to ACICS.CDD 070113.pdf

From: Jeffrey Biltz at HQ [mailto:JBiltz@[REDACTED]]
Sent: Monday, July 01, 2013 11:06 AM
To: Jessica Menjivar
Cc: Amanda Haines at 013
Subject: ITT Tech, Dayton (00016065) Program Surrender

Ms. Menjivar,

Please find the attached surrender notice for the Computer Drafting and Design program at the ITT Technical Institute, Dayton (00016065).

If you have any questions, please let me know.

Thanks,

Jeff

Jeffrey Biltz

Regulatory Affairs Manager

ITT Educational Services, Inc.

13000 North Meridian Street

Carmel, IN 46032

Telephone: (317) 706-(b)(6)

Fax: (317) 706-3041

Email: [\(b\)\(6\)">jbiltz@\(b\)\(6\)](mailto:jbiltz@<span style=)

July 1, 2013



Ms. Jessica Menjivar
Program Analyst I
Accrediting Council for Independent
Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002-4241

Subject: Discontinued Program - ITT Technical Institute, Dayton
(00016065)

Dear Ms. Menjivar:

Please be advised that the following ITT Technical Institute, Dayton no longer intends to offer the following program:

- Computer Drafting and Design (Associate of Applied Science)

There are no students currently enrolled in the program nor are any students enrolled for future quarters.

If you have any questions or require additional information, please do not hesitate to contact me at (800) 388-3368, extension (b)(6) or via email at [\(b\)\(6\)](mailto:jbiltz@(b)(6))

Sincerely,

(b)(6)

Jeffrey J. Biltz
Regulatory Affairs Manager

From: Jessica Menjivar <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/1F5300692F024A49B36D7F16B6A6EC8D-JMENJIVAR>
Sent: 7/10/2013 9:32:41 AM -0400
To: Russie Allen <rallen@[b](6)>
Subject: FW: ITT Technical Institute - Program surrender notice
Attachments: Program Surrenders 6.25.2013.docx

From: Kelly Vance at HQ [mailto:KVance@[b](6)]
Sent: Tuesday, June 25, 2013 3:56 PM
To: Jessica Menjivar
Subject: RE: ITT Technical Institute - Program surrender notice

Sorry please use the attached file - had to make a correction

Kelly Vance

Regulatory Affairs Manager

From: Kelly Vance at HQ
Sent: Tuesday, June 25, 2013 3:53 PM
To: 'Jessica Menjivar'
Subject: ITT Technical Institute - Program surrender notice

Ms. Menjivar,

Attached is a letter containing programs ITT Technical Institutes wish to surrender. Should you have any questions please let me know.

Thanks!

Kelly Vance

Regulatory Affairs Manager

ITT Educational Services, Inc.

13000 N. Meridian Street

Carmel, IN 46032-1404

Phone: 317.706.9280

Fax: 317.706.3040

Email: [\(b\)\(6\)](mailto:kvance@(b)(6))

June 25, 2013



Ms. Jessica Menjivar
 Accrediting Council for Independent
 Colleges and Schools
 750 First Street, NE, Suite 980
 Washington, DC 20002-4241

Subject: Discontinued Programs
 ITT Technical Institute, Mount Prospect, IL (00016093)
 ITT Technical Institute, Oak Brook (00016061)
 ITT Technical Institute, Orland Park, IL (00016048)

Dear Ms. Menjivar:

Please be advised that the ITT Technical Institute listed above no longer intend to offer the following programs:

Mount Prospect (00016093)

AAS in Graphic Communications and Design
 AAS in Mobile Communications Technology
 AAS in Paralegal
 BAS in Business Management

Oak Brook (00016061)

AAS in Graphic Communications and Design
 AAS in Mobile Communications Technology
 AAS in Paralegal
 BAS in Business Management

Orland Park (00016048)

AAS in Graphic Communications and Design
 AAS in Mobile Communications Technology
 AAS in Paralegal
 BAS in Business Management

There are no students currently enrolled in the programs nor are any students enrolled for future quarters.

If you have any questions or require additional information, please do not hesitate to contact me at 317-706-(b)(6) or via email at [\(b\)\(6\)](mailto:kvance@(b)(6))

Sincerely,

Kelly Vance
 Regulatory Affairs Manager

13000 North Meridian Street, Carmel, IN 46032-1404
 Telephone (317) 706-(b)(6) Fax (317) 706-3040
 kvance@ (b)(6)

From: Jessica Menjivar <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/1F5300692F024A49B36D7F16B6A6EC8D-JMENJIVAR>
Sent: 7/10/2013 9:31:58 AM -0400
To: Russie Allen <rallen@[b](6)>
Subject: FW: ITT Technical Institute - Program Surrenders
Attachments: Program Surrenders 6.26.2013.docx

Best Regards,

Jessica Menjivar

Program Analyst II

Accreditation and Institutional Development

ACICS| Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T 202.336.[b](6)

F 202.842.2593

www.acics.org

From: Kelly Vance at HQ [mailto:KVance@itt-tech.edu]
Sent: Monday, July 01, 2013 5:03 PM
To: Jessica Menjivar
Subject: ITT Technical Institute - Program Surrenders

Ms. Menjivar,

Attached is a letter containing programs ITT Technical Institutes wish to surrender.
Should you have any questions please let me know.

Thanks!

Kelly Vance

Regulatory Affairs Manager

ITT Educational Services, Inc.

13000 N. Meridian Street

Carmel, IN 46032-1404

Phone: 317.706.(b)(6)

Fax: 317.706.3040

Email: kvance@(b)(6)

ITT Educational Services, Inc.

June 26, 2013



Ms. Jessica Menjivar
Accrediting Council for Independent
Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002-4241

Subject: Discontinued Programs
ITT Technical Institute, Wyoming, MI (00016088)

Dear Ms. Menjivar:

Please be advised that the ITT Technical Institute listed above no longer intend to offer the following programs:

Wyoming (00016088)

AAS in Computer Drafting and Design
AAS in Computer and Electronics Engineering Technology
AAS in Paralegal Studies
AAS in Visual Communications
BS in Construction Management
BS in Criminal Justice
BS in Information Systems Security
BS in Software Applications Development

There are no students currently enrolled in the programs nor are any students enrolled for future quarters.

If you have any questions or require additional information, please do not hesitate to contact me at 317-706-9280, or via email at [kvance@\[REDACTED\]](mailto:kvance@[REDACTED])

Sincerely,

Kelly Vance
Regulatory Affairs Manager

13000 North Meridian Street, Carmel, IN 46032-1404
Telephone (317) 706-[REDACTED] Fax (317) 706-3040
[kvance@\[REDACTED\]](mailto:kvance@[REDACTED])

From: Jessica Menjivar <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/1F5300692F024A49B36D7F16B6A6EC8D-JMENJIVAR>
Sent: 7/10/2013 9:32:29 AM -0400
To: Russie Allen <rallen@[REDACTED]>
Subject: FW: ITT Technical Institute program surrenders, multiple locations
Attachments: ACICS TX multiple surrenders 6.13.pdf; ACICS AZ, KS, NE, UT multiple surrenders 6.13.pdf

From: Stephie Shaner Guptill at HQ [mailto:SShaner_Guptill@[REDACTED]]
Sent: Monday, July 01, 2013 9:28 AM
To: Jessica Menjivar
Subject: ITT Technical Institute program surrenders, multiple locations

Good morning,

Please see the attached letters, program surrenders, for multiple locations.

Thank you,

Stephie

Stephie Guptill

Regulatory Affairs Manager

ITT Educational Services, Inc.

13000 N. Meridian Street

Carmel, IN 46032-1404

Phone: 317-582-(b)(6)

ITT Educational Services, Inc.

June 27, 2013

Earline B. Simons-Bullock
Executive Assistant
Accrediting Council for Independent
Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002-4241

Reference: *Discontinued Programs for:* ITT Technical Institute, Phoenix, AZ 00023908

- *Associate of Science – Computer Drafting and Design*
- *Associate of Science – Computer and Electronics Engineering Technology*
- *Bachelor of Science – Information Systems Security*

Reference: *Discontinued Programs for:* ITT Technical Institute, Phoenix West 00039864

- *Associate of Science – Computer and Electronics Engineering Technology*

Reference: *Discontinued Programs for:* ITT Technical Institute, Tempe, AZ 00016059

- *Bachelor of Science - Electronics and Communications Engineering Technology*

Reference: *Discontinued Program for:* ITT Technical Institute, Tucson, AZ 00016084

- *Bachelor of Science – Digital Entertainment and Gaming Design*
- *Bachelor of Science – Project Management*

Reference: *Discontinued Program for:* ITT Technical Institute, Wichita, KS 00023509

- *Associate of Applied Science – Computer Drafting and Design*
- *Associate of Applied Science – Paralegal Studies*
- *Bachelor of Science - Information Systems Security*

Reference: *Discontinued Program for:* ITT Technical Institute, Omaha, NE 00016057

- *Associate of Applied Science – IT – Computer Network Systems*
- *Associate of Applied Science – Paralegal Studies*
- *Associate of Applied Science – Visual Communications*
- *Bachelor of Science - Electronics and Communications Engineering Technology*
- *Bachelor of Science - Information Systems Security*
- *Bachelor of Science – Project Management*

Reference: *Discontinued Program for:* ITT Technical Institute, Murray, UT 00016052

- *Associate of Science – Computer Drafting and Design*
- *Bachelor of Science – Criminal Justice*
- *Bachelor of Science - Electronics and Communications Engineering Technology*
- *Bachelor of Science - Information Systems Security*

- *Bachelor of Science – Project Management*

Dear Ms. Simons-Bullock:

Please be advised that ITT Technical Institute, Phoenix, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Phoenix West, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Tempe, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Tucson, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Wichita, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Omaha, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Murray, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

If you have any questions or require additional information, please do not hesitate to contact me at (800) 388-3368, extension (b)(6) or via email at sshaner_guptill@(b)(6)

Sincerely,

(b)(6)

Stephie Guptill
 Regulatory Affairs Manager
 13000 North Meridian Street, Carmel, IN 46032-1404
 Telephone (317) 582-(b)(6) Fax (317) 706-3040
 sshaner_guptill@(b)(6)

- cc: Gene McWhorter, Director, Phoenix
 Linda Lemken, Director, Phoenix West
 Chuck Wilson, Director, Tempe
 Arnulfo Runus, Director, Tucson
 Rose Horton, Director, Wichita
 Steve Kollar, Director, Omaha
 Chris Bowcutt, Director, Murray

ITT Educational Services, Inc.

June 24, 2013

Earline B. Simons-Bullock
Executive Assistant
Accrediting Council for Independent
Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002-4241

Reference: *Discontinued Programs for:* ITT Technical Institute, Austin, TX 00016037

- *Associate of Applied Science – Computer Drafting and Design (CDD)*
- *Bachelor of Science – Information Systems Security (ISS)*
- *Bachelor of Science – Project Management (PM)*

Reference: *Discontinued Programs for:* ITT Technical Institute, DeSoto, TX 00025524

- *Associate of Applied Science – Computer Drafting and Design (CDD)*
- *Associate of Applied Science – Computer and Electronics Engineering Technology (CEET)*

Reference: *Discontinued Program for:* ITT Technical Institute, Houston North, TX 00016095

- *Associate of Applied Science – Computer Drafting and Design (CDD)*
- *Associate of Applied Science – Paralegal Studies (PLS)*
- *Associate of Applied Science – IT – Computer Network Systems (CNS)*
- *Associate of Applied Science – Visual Communications (VC)*

Reference: *Discontinued Program for:* ITT Technical Institute, Houston West, TX 00016032

- *Associate of Applied Science – Computer Drafting and Design (CDD)*
- *Associate of Applied Science – Computer and Electronics Engineering Technology (CEET)*
- *Associate of Applied Science – Paralegal Studies (PLS)*
- *Associate of Applied Science – IT – Computer Network Systems (CNS)*
- *Bachelor of Science – Construction Management (CM)*

Reference: *Discontinued Program for:* ITT Technical Institute, Richardson, TX 00016064

- Associate of Applied Science – Business Accounting Technology (BAT)
- Associate of Applied Science – Computer Drafting and Design (CDD)
- Associate of Applied Science – Mobile Communications Technology (MCT)
- Associate of Applied Science – Visual Communications (VC)
- Bachelor of Science – Information Systems Security (ISS)

Reference: *Discontinued Program for:* ITT Technical Institute, San Antonio, TX 00016069

- Bachelor of Science – Information Systems Security (ISS)
-

Reference: *Discontinued Program for:* ITT Technical Institute, Waco, TX 00039163

- Associate of Applied Science – Computer Drafting and Design (CDD)
- Associate of Applied Science – Computer and Electronics Engineering Technology (CEET)
- Associate of Applied Science – Paralegal Studies (PLS)
- Associate of Applied Science – IT – Computer Network Systems (CNS)

Reference: *Discontinued Program for:* ITT Technical Institute, Webster, TX 00016094

- Associate of Applied Science – Computer and Electronics Engineering Technology (CEET)
- Bachelor of Science – Project Management (PM)
- Bachelor of Science – Electronics and Communications Engineering Technology (ECET)

Dear Ms. Simons-Bullock:

Please be advised that ITT Technical Institute, Austin, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, DeSoto, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Houston North, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Houston West, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Richardson, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, San Antonio, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Waco, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Webster, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

If you have any questions or require additional information, please do not hesitate to contact me at (800) 388-3368, extension (b)(6) or via email at sshaner_guptill@(b)(6)

Sincerely,

(b)(6)

Stephie Guptill
Regulatory Affairs Manager
13000 North Meridian Street, Carmel, IN 46032-1404
Telephone (317) 582-(b)(6) Fax (317) 706-3040
sshaner_guptill@(b)(6)

cc:

- Doug Howard, Director, Austin
- Jeff Chance, Director, DeSoto
- Kathy Shearer, Director, Houston North
- Cathy Clark, Director, Houston West
- Rose Galloway, Director, Richardson
- Kathy Barrera, Director, San Antonio
- Loren Schniederman, Director, Waco
- Leslie Scott, Director, Webster

From: Jessica Menjivar <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/1F5300692F024A49B36D7F16B6A6EC8D-JMENJIVAR>
Sent: 7/10/2013 9:31:52 AM -0400
To: Russie Allen <rallen@[b](6)>
Subject: FW: ITT Technical Institute_00016033_Program Surrender request
Attachments: ITT Technical Institute_00016033_Program Surrender Request.pdf

Best Regards,

Jessica Menjivar

Program Analyst II

Accreditation and Institutional Development

ACICS| Accrediting Council for Independent Colleges & Schools

750 First Street NE, Suite 980

Washington, DC 20002

T 202.336.[b](6)

F 202.842.2593

www.acics.org

From: Thomas Brouwer at HQ [mailto:TBrouwer@[b](6)]
Sent: Friday, July 05, 2013 2:23 PM
To: Jessica Menjivar
Subject: ITT Technical Institute_00016033_Program Surrender request

Dear Ms. Menjivar,

ACICS approval is formally surrendered for the following program offerings at the identified ITT Technical Institute locations shown below, and on the attached letter. There are currently no students enrolled in this program nor are there any students enrolled for future start dates and all printed materials and media, disclosures, etc., will be revised accordingly. Please note that the school will re-apply for ACICS approval if/when it chooses to offer this program in the future

ITT Technical Institute 00016033 (Albuquerque)

A.A.S. in Computer Drafting and Design

A.A.S. in Visual Communications

B.S. in Construction Management

B.S. in Criminal Justice

If you have any questions or concerns please feel free to contact me at the numbers listed below.

Sincerely,

Thomas R. Brouwer

Regulatory Affairs Manager

ITT Educational Services, Inc.

Phone: 317-582- (b)(6)

[\(b\)\(6\)](mailto:TBrouwer@ (b)(6))

Thomas R. Brouwer

Regulatory Affairs Manager

ITT Educational Services, Inc.

Phone: 317-582-(b)(6)

[TBrouwer@](mailto:TBrouwer@(b)(6))(b)(6)

July 5, 2013

Jessica Menjivar
Program Analyst II
Department of Campus Development
ACICS| Accrediting Council for Independent Colleges & Schools
750 First Street NE, Suite 980
Washington, DC 20002

Subject: Program Accreditation Surrenders

Dear Ms. Menjivar,

ACICS approval is formally surrendered for the following program offerings at the identified ITT Technical Institute locations shown below. There are currently no students enrolled in this program nor are there any students enrolled for future start dates and all printed materials and media, disclosures, etc., will be revised accordingly. Please note that the school will re-apply for ACICS approval if/when it chooses to offer this program in the future

ITT Technical Institute 00016033 (Albuquerque)

- A.A.S. in Computer Drafting and Design
- A.A.S. in Visual Communications
- B.S. in Construction Management
- B.S. in Criminal Justice

If you have any questions or concerns please feel free to contact me at the numbers listed below.

Sincerely,

Thomas R. Brouwer
Regulatory Affairs Manager
ITT Educational Services, Inc.
Phone: 317-582-(b)(6)
TBrouwer@(b)(6)

From: Jessica Menjivar <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/1F5300692F024A49B36D7F16B6A6EC8D-JMENJIVAR>
Sent: 7/10/2013 9:33:29 AM -0400
To: Russie Allen <rallen@[REDACTED]>
Subject: FW: ITT Technical Institute_00016083_Program Accreditation Surrenders
Attachments: ITT Technical Institute_00016083_Program Accreditation Surrender.pdf

From: Thomas Brouwer at HQ [mailto:TBrouwer@[REDACTED]]
Sent: Monday, January 14, 2013 4:46 PM
To: Jessica Menjivar
Subject: ITT Technical Institute_00016083_Program Accreditation Surrenders

Dear Ms. Menjivar,

ACICS approval is formally surrendered for the following program offerings at the identified ITT Technical Institute location shown below. There are currently no students enrolled in this program nor are there any students enrolled for future start dates and all printed materials and media, disclosures, etc., will be revised accordingly. Please note that the school will re-apply for ACICS approval if/when it chooses to offer this program in the future

ITT Technical Institute 00016083 (Albuquerque)

A.S. in Paralegal

B.S. in Business Management

B.S. in Construction Management

If you have any questions or concerns please feel free to contact me at the numbers listed below.

Thomas R. Brouwer

Regulatory Affairs Manager

ITT Educational Services, Inc.

Phone: 317-582-(b)(6)

Fax: 317-706-3040

[TBrouwer@\(b\)\(6\)](mailto:TBrouwer@(b)(6))

From: Jessica Menjivar <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/1F5300692F024A49B36D7F16B6A6EC8D-JMENJIVAR>
Sent: 7/10/2013 9:31:46 AM -0400
To: Russie Allen <rallen@[REDACTED]>
Subject: FW: ITT Technical Institute_Program surrender request_FL locations
Attachments: ITT Technical Institute_Program Surrender Request (2).pdf

From: Thomas Brouwer at HQ [mailto:TBrouwer@[REDACTED]]
Sent: Friday, July 05, 2013 2:25 PM
To: Jessica Menjivar
Subject: ITT Technical Institute_Program surrender request_FL locations

Dear Ms. Menjivar,

ACICS approval is formally surrendered for the following program offerings at the identified ITT Technical Institute locations shown below, and on the attached letter. There are currently no students enrolled in this program nor are there any students enrolled for future start dates and all printed materials and media, disclosures, etc., will be revised accordingly. Please note that the school will re-apply for ACICS approval if/when it chooses to offer this program in the future

ITT Technical Institute 00039170 (Bradenton)

B.S. in Criminal Justice

ITT Technical Institute 00016068 (Ft. Lauderdale)

A.S. in Health Information Technology

A.S. in Visual Communications

ITT Technical Institute 00024705 (Ft. Myers)

A.S. in Computer and Electronics Engineering Technology

ITT Technical Institute 00016041 (Jacksonville)

B.S. in Criminal Justice

B.S. in Information Systems Security

ITT Technical Institute 00016047 (Lake Mary)

A.S. in Computer Drafting and Design

A.S. in Visual Communications

B.S. in Information Systems Security

ITT Technical Institute 00016051 (Miami)

A.S. in Health Information Technology

ITT Technical Institute 00026876 (Tallahassee)

A.S. in Computer Drafting and Design

ITT Technical Institute 00016079 (Tampa)

A.S. in Computer Drafting and Design

A.S. in Paralegal Studies

A.S. in Visual Communications

B.S. in Construction Management

B.S. in Electronics and Communications Engineering Technology

If you have any questions or concerns please feel free to contact me at the numbers listed below.

Sincerely,

Thomas R. Brouwer

Regulatory Affairs Manager
ITT Educational Services, Inc.
Phone: 317-582-(b)(6)
TBrouwer@(b)(6)

Thomas R. Brouwer
Regulatory Affairs Manager
ITT Educational Services, Inc.
Phone: 317-582-(b)(6)
TBrouwer@(b)(6)

July 5, 2013

Jessica Menjivar
Program Analyst II
Department of Campus Development
ACICS | Accrediting Council for Independent Colleges & Schools
750 First Street NE, Suite 980
Washington, DC 20002

Subject: Program Accreditation Surrenders

Dear Ms. Menjivar,

ACICS approval is formally surrendered for the following program offerings at the identified ITT Technical Institute locations shown below. There are currently no students enrolled in this program nor are there any students enrolled for future start dates and all printed materials and media, disclosures, etc., will be revised accordingly. Please note that the school will re-apply for ACICS approval if/when it chooses to offer this program in the future

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B.S. in Criminal justice

ITT Technical Institute 00016068 (Ft. Lauderdale)

A.S. in Health Information Technology

A.S. in Visual Communications

ITT Technical Institute 00024705 (Ft. Myers)

A.S. in Computer and Electronics Engineering Technology

ITT Technical Institute 00016041 (Jacksonville)

B.S. in Criminal Justice

B.S. in Information Systems Security

ITT Technical Institute 00016047 (Lake Mary)

A.S. in Computer Drafting and Design

A.S. in Visual Communications

B.S. in Information Systems Security

ITT Technical Institute 00016051 (Miami)

A.S. in Health Information Technology

ITT Technical Institute 00026876 (Tallahassee)

A.S. in Computer Drafting and Design

ITT Technical Institute 00016079 (Tampa)

A.S. in Computer Drafting and Design

A.S. in Paralegal Studies

A.S. in Visual Communications

B.S. in Construction Management

B.S. in Electronics and Communications Engineering Technology

If you have any questions or concerns please feel free to contact me at the numbers listed below.

Sincerely,

(b)(6)

Thomas R. Brouwer

Regulatory Affairs Manager

ITT Educational Services, Inc.

Phone: 317-582-(b)(6)

TBrouwer@(b)(6)

From: Jessica Menjivar <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/1F5300692F024A49B36D7F16B6A6EC8D-JMENJIVAR>
Sent: 7/10/2013 9:31:38 AM -0400
To: Russie Allen <rallen@[b](6)>
Subject: FW: ITT Technical Institute_Program Surrender request_OK schools
Attachments: ITT Technical Institute_Program Surrender request_OK schools.pdf

Hi Russie!

Sue said to forward these along. The first batch is ITT Tech then I'll send letters from other institutions.

From: Thomas Brouwer at HQ [mailto:TBrouwer@[b](6)]
Sent: Friday, July 05, 2013 4:00 PM
To: Jessica Menjivar
Subject: ITT Technical Institute_Program Surrender request_OK schools

ACICS approval is formally surrendered for the following program offerings at the identified ITT Technical Institute locations shown below, and on the attached letter. There are currently no students enrolled in this program nor are there any students enrolled for future start dates and all printed materials and media, disclosures, etc., will be revised accordingly. Please note that the school will re-apply for ACICS approval if/when it chooses to offer this program in the future

ITT Technical Institute 00022338 (Oklahoma City)

B.S. in Electronics and Communications Engineering Technology

B.S. in Project Management

ITT Technical Institute 00022051 (Tulsa)

A.S. in Information technology – Computer Network Systems

A.S. in Criminal Justice

A.S. in Paralegal Studies

If you have any questions or concerns please feel free to contact me at the numbers listed below.

Thomas R. Brouwer

Regulatory Affairs Manager

ITT Educational Services, Inc.

Phone: 317-582-(b)(8)

[\(b\)\(8\)">TBrouwer@\(b\)\(8\)](mailto:TBrouwer@<span style=)

July 5, 2013

Jessica Menjivar
Program Analyst II
Department of Campus Development
ACICS | Accrediting Council for Independent Colleges & Schools
750 First Street NE, Suite 980
Washington, DC 20002

Subject: Program Accreditation Surrenders

Dear Ms. Menjivar,

ACICS approval is formally surrendered for the following program offerings at the identified ITT Technical Institute locations shown below. There are currently no students enrolled in this program nor are there any students enrolled for future start dates and all printed materials and media, disclosures, etc., will be revised accordingly. Please note that the school will re-apply for ACICS approval if/when it chooses to offer this program in the future

ITT Technical Institute 00022338 (Oklahoma City)

B.S. in Electronics and Communications Engineering Technology
B.S. in project Management

ITT Technical Institute 00022051 (Tulsa)

A.S. in Information technology – Computer Network Systems
A.S. in Criminal Justice
A.S. in Paralegal Studies

If you have any questions or concerns please feel free to contact me at the numbers listed below.

Sincerely,

(b)(6)

Thomas R. Brouwer

Regulatory Affairs Manager
ITT Educational Services, Inc.
Phone: 317-582 (b)(6)
TBrouwer@ (b)(6)

From: Jessica Menjivar <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/1F5300692F024A49B36D7F16B6A6EC8D-JMENJIVAR>
Sent: 7/10/2013 9:33:41 AM -0400
To: Russie Allen <rallen@[b](6)>
Subject: FW: ITT Technical Institute_Program Surrenders Request
Attachments: ITT Technical Institute_Corrected Surrender request.pdf

From: Thomas Brouwer at HQ [mailto:TBrouwer@[b](6)]
Sent: Monday, January 14, 2013 4:16 PM
To: Jessica Menjivar
Subject: RE: ITT Technical Institute_Program Surrenders Request

Ms. Menjivar,

Per our discussion, I gave attached a revised letter.

The A.S. in Computer and Electronics Engineering Technology should not have been listed as a surrender request for ITT Technical Institute 00026876 (Tallahassee).

Thomas R. Brouwer
Regulatory Affairs Manager
ITT Educational Services, Inc.
Phone: 317-582-[b](6)
Fax: 317-706-3040
[TBrouwer@\[b\]\(6\)](mailto:TBrouwer@[b](6))

From: Thomas Brouwer at HQ
Sent: Monday, January 14, 2013 3:05 PM
To: Jessica Menjivar ([jmenjivar@\[b\]\(6\)](mailto:jmenjivar@[b](6)))

Subject: ITT Technical Institute_Program Surrenders Request

Dear Ms. Menjivar,

ACICS approval is formally surrendered for the following program offerings at the identified ITT Technical Institute locations shown below. There are currently no students enrolled in this program nor are there any students enrolled for future start dates and all printed materials and media, disclosures, etc., will be revised accordingly. Please note that the school will re-apply for ACICS approval if/when it chooses to offer this program in the future.

A signed letter is attached for your convenience.

ITT Technical Institute 00039170 (Bradenton)

A.S. in Graphic Communications and Design
A.S. in Mobile Communications Technology
A.S. in Paralegal
B.S. in Business Management

ITT Technical Institute 00016068 (Ft. Lauderdale)

A.S. in Graphic Communications and Design
A.S. in Mobile Communications Technology
B.S. in Business Management
A.S. in Paralegal
B.S. in Project Management

ITT Technical Institute 00024705 (Ft. Myers)

A.S. in Graphic Communications and Design

A.S. in Mobile Communications Technology

A.S. in Paralegal

A.S. in Paralegal Studies

B.S. in Business Management

ITT Technical Institute 00016041 (Jacksonville)

A.S. in Mobile Communications Technology

A.S. in Paralegal

B.S. in Business Management

B.S. in Electronics and Communications Engineering Technology

B.S. in Project Management

ITT Technical Institute 00016047 (Lake Mary)

A.S. in Graphic Communications and Design

A.S. in Mobile Communications Technology

A.S. in Visual Communications

A.S. in Paralegal

A.S. in Paralegal Studies

B.S. in Business Management

B.S. in Project Management

ITT Technical Institute 00016051 (Miami)

A.S. in Graphic Communications and Design

A.S. in Mobile Communications Technology

A.S. in Paralegal

A.S. in Paralegal Studies
A.S. in Visual Communications
B.S. in Business Management

ITT Technical Institute 00045221 (Orlando)

A.S. in Graphic Communications and Design
A.S. in Mobile Communications Technology
A.S. in Paralegal
B.S. in Business Management

ITT Technical Institute 00108251 (Pensacola)

A.S. in Nursing

ITT Technical Institute 00023310 (St. Petersburg)

A.S. in Graphic Communications and Design
A.S. in Mobile Communications Technology
A.S. in Paralegal
A.S. in Paralegal Studies
B.S. in Business Management

ITT Technical Institute 00026876 (Tallahassee)

A.S. in Computer and Electronics Engineering Technology
A.S. in Mobile Communications Technology
A.S. in Paralegal
B.S. in Business Management

ITT Technical Institute 00016079 (Tampa)

A.S. in Graphic Communications and Design

A.S. in Mobile Communications Technology

A.S. in Paralegal

B.S. in Business Management

B.S. in Construction Management

B.S. in Digital Entertainment and Game Design

If you have any questions or concerns please feel free to contact me at the numbers listed below.

Thomas R. Brouwer

Regulatory Affairs Manager

ITT Educational Services, Inc.

Phone: 317-582-(b)(6)

Fax: 317-706-3040

[TBrouwer@](mailto:TBrouwer@(b)(6))

From: Jessica Menjivar <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/1F5300692F024A49B36D7F16B6A6EC8D-JMENJIVAR>
Sent: 7/10/2013 9:33:29 AM -0400
To: Russie Allen <rallen@[REDACTED]>
Subject: FW: ITT Technical Institute_00016083_Program Accreditation Surrenders
Attachments: ITT Technical Institute_00016083_Program Accreditation Surrender.pdf

From: Thomas Brouwer at HQ [mailto:TBrouwer@[REDACTED]]
Sent: Monday, January 14, 2013 4:46 PM
To: Jessica Menjivar
Subject: ITT Technical Institute_00016083_Program Accreditation Surrenders

Dear Ms. Menjivar,

ACICS approval is formally surrendered for the following program offerings at the identified ITT Technical Institute location shown below. There are currently no students enrolled in this program nor are there any students enrolled for future start dates and all printed materials and media, disclosures, etc., will be revised accordingly. Please note that the school will re-apply for ACICS approval if/when it chooses to offer this program in the future

ITT Technical Institute 00016083 (Albuquerque)

A.S. in Paralegal

B.S. in Business Management

B.S. in Construction Management

If you have any questions or concerns please feel free to contact me at the numbers listed below.

Thomas R. Brouwer

Regulatory Affairs Manager

ITT Educational Services, Inc.

Phone: 317-582-(b)(6)

Fax: 317-706-3040

[\(b\)\(6\)">TBrouwer@\(b\)\(6\)](mailto:TBrouwer@<span style=)

From: Jessica Menjivar <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/1F5300692F024A49B36D7F16B6A6EC8D-JMENJIVAR>
Sent: 7/10/2013 9:31:46 AM -0400
To: Russie Allen <rallen@[REDACTED]>
Subject: FW: ITT Technical Institute_Program surrender request_FL locations
Attachments: ITT Technical Institute_Program Surrender Request (2).pdf

From: Thomas Brouwer at HQ [mailto:TBrouwer@[REDACTED]]
Sent: Friday, July 05, 2013 2:25 PM
To: Jessica Menjivar
Subject: ITT Technical Institute_Program surrender request_FL locations

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ITT Technical Institute 00039170 (Bradenton)

B.S. in Criminal Justice

ITT Technical Institute 00016068 (Ft. Lauderdale)

A.S. in Health Information Technology

A.S. in Visual Communications

ITT Technical Institute 00024705 (Ft. Myers)

A.S. in Computer and Electronics Engineering Technology

ITT Technical Institute 00016041 (Jacksonville)

B.S. in Criminal Justice

B.S. in Information Systems Security

ITT Technical Institute 00016047 (Lake Mary)

A.S. in Computer Drafting and Design

A.S. in Visual Communications

B.S. in Information Systems Security

ITT Technical Institute 00016051 (Miami)

A.S. in Health Information Technology

ITT Technical Institute 00026876 (Tallahassee)

A.S. in Computer Drafting and Design

ITT Technical Institute 00016079 (Tampa)

A.S. in Computer Drafting and Design

A.S. in Paralegal Studies

A.S. in Visual Communications

B.S. in Construction Management

B.S. in Electronics and Communications Engineering Technology

If you have any questions or concerns please feel free to contact me at the numbers listed below.

Sincerely,

Thomas R. Brouwer

Regulatory Affairs Manager
ITT Educational Services, Inc.
Phone: 317-582- (b)(6)
[\(b\)\(6\)](mailto:TBrouwer@ (b)(6))

Thomas R. Brouwer
Regulatory Affairs Manager
ITT Educational Services, Inc.
Phone: 317-582- (b)(6)
[\(b\)\(6\)](mailto:TBrouwer@ (b)(6))

July 5, 2013

Jessica Menjivar
Program Analyst II
Department of Campus Development
ACICS | Accrediting Council for Independent Colleges & Schools
750 First Street NE, Suite 980
Washington, DC 20002

Subject: Program Accreditation Surrenders

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B.S. in Criminal justice

ITT Technical Institute 00016068 (Ft. Lauderdale)

A.S. in Health Information Technology

A.S. in Visual Communications

ITT Technical Institute 00024705 (Ft. Myers)

A.S. in Computer and Electronics Engineering Technology

ITT Technical Institute 00016041 (Jacksonville)

B.S. in Criminal Justice

B.S. in Information Systems Security

ITT Technical Institute 00016047 (Lake Mary)

A.S. in Computer Drafting and Design

A.S. in Visual Communications

B.S. in Information Systems Security

ITT Technical Institute 00016051 (Miami)

A.S. in Health Information Technology

ITT Technical Institute 00026876 (Tallahassee)

A.S. in Computer Drafting and Design

ITT Technical Institute 00016079 (Tampa)

- A.S. in Computer Drafting and Design
- A.S. in Paralegal Studies
- A.S. in Visual Communications
- B.S. in Construction Management
- B.S. in Electronics and Communications Engineering Technology

If you have any questions or concerns please feel free to contact me at the numbers listed below.

Sincerely,

(b)(6)

Thomas R. Brouwer
Regulatory Affairs Manager
ITT Educational Services, Inc.
Phone: 317-582-(b)(6)
TBrouwer@(b)(6)

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To: Russie Allen <rallen@[REDACTED]>
Subject: FW: ITT Technical Institute_Program Surrender request_OK schools
Attachments: ITT Technical Institute_Program Surrender request_OK schools.pdf

Hi Russie!

Sue said to forward these along. The first batch is ITT Tech then I'll send letters from other institutions.

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B.S. in Electronics and Communications Engineering Technology

B.S. in Project Management

ITT Technical Institute 00022051 (Tulsa)

A.S. in Information technology – Computer Network Systems

A.S. in Criminal Justice

A.S. in Paralegal Studies

If you have any questions or concerns please feel free to contact me at the numbers listed below.

Thomas R. Brouwer

Regulatory Affairs Manager

ITT Educational Services, Inc.

Phone: 317-582- (b)(6)

[\(b\)\(6\)](mailto:TBrouwer@ (b)(6))

July 5, 2013

Jessica Menjivar
Program Analyst II
Department of Campus Development
ACICS | Accrediting Council for Independent Colleges & Schools
750 First Street NE, Suite 980
Washington, DC 20002

Subject: Program Accreditation Surrenders

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B.S. in Electronics and Communications Engineering Technology
B.S. in project Management

ITT Technical Institute 00022051 (Tulsa)

A.S. in Information technology – Computer Network Systems
A.S. in Criminal Justice
A.S. in Paralegal Studies

If you have any questions or concerns please feel free to contact me at the numbers listed below.

Sincerely,

(b)(6)

Thomas R. Brouwer
Regulatory Affairs Manager
ITT Educational Services, Inc.
Phone: 317-582-0775
TBrouwer@(b)(6)

From: Jessica Menjivar <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/1F5300692F024A49B36D7F16B6A6EC8D-JMENJIVAR>
Sent: 7/10/2013 9:33:41 AM -0400
To: Russie Allen <rallen@[b](6)>
Subject: FW: ITT Technical Institute_Program Surrenders Request
Attachments: ITT Technical Institute_Corrected Surrender request.pdf

From: Thomas Brouwer at HQ [mailto:TBrouwer@[b](6)]
Sent: Monday, January 14, 2013 4:16 PM
To: Jessica Menjivar
Subject: RE: ITT Technical Institute_Program Surrenders Request

Ms. Menjivar,

Per our discussion, I gave attached a revised letter.

The A.S. in Computer and Electronics Engineering Technology should not have been listed as a surrender request for ITT Technical Institute 00026876 (Tallahassee).

Thomas R. Brouwer
Regulatory Affairs Manager
ITT Educational Services, Inc.
Phone: 317-582-0775
Fax: 317-706-3040

[TBrouwer@\[b\]\(6\)](mailto:TBrouwer@[b](6))

From: Thomas Brouwer at HQ
Sent: Monday, January 14, 2013 3:05 PM
To: Jessica Menjivar ([jmenjivar@\[b\]\(6\)](mailto:jmenjivar@[b](6)))

Subject: ITT Technical Institute_Program Surrenders Request

Dear Ms. Menjivar,

ACICS approval is formally surrendered for the following program offerings at the identified ITT Technical Institute locations shown below. There are currently no students enrolled in this program nor are there any students enrolled for future start dates and all printed materials and media, disclosures, etc., will be revised accordingly. Please note that the school will re-apply for ACICS approval if/when it chooses to offer this program in the future.

A signed letter is attached for your convenience.

ITT Technical Institute 00039170 (Bradenton)

A.S. in Graphic Communications and Design
A.S. in Mobile Communications Technology
A.S. in Paralegal
B.S. in Business Management

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A.S. in Graphic Communications and Design
A.S. in Mobile Communications Technology
B.S. in Business Management
A.S. in Paralegal
B.S. in Project Management

ITT Technical Institute 00024705 (Ft. Myers)

A.S. in Graphic Communications and Design

A.S. in Mobile Communications Technology

A.S. in Paralegal

A.S. in Paralegal Studies

B.S. in Business Management

ITT Technical Institute 00016041 (Jacksonville)

A.S. in Mobile Communications Technology

A.S. in Paralegal

B.S. in Business Management

B.S. in Electronics and Communications Engineering Technology

B.S. in Project Management

ITT Technical Institute 00016047 (Lake Mary)

A.S. in Graphic Communications and Design

A.S. in Mobile Communications Technology

A.S. in Visual Communications

A.S. in Paralegal

A.S. in Paralegal Studies

B.S. in Business Management

B.S. in Project Management

ITT Technical Institute 00016051 (Miami)

A.S. in Graphic Communications and Design

A.S. in Mobile Communications Technology

A.S. in Paralegal

A.S. in Paralegal Studies
A.S. in Visual Communications
B.S. in Business Management

ITT Technical Institute 00045221 (Orlando)

A.S. in Graphic Communications and Design
A.S. in Mobile Communications Technology
A.S. in Paralegal
B.S. in Business Management

ITT Technical Institute 00108251 (Pensacola)

A.S. in Nursing

ITT Technical Institute 00023310 (St. Petersburg)

A.S. in Graphic Communications and Design
A.S. in Mobile Communications Technology
A.S. in Paralegal
A.S. in Paralegal Studies
B.S. in Business Management

ITT Technical Institute 00026876 (Tallahassee)

A.S. in Computer and Electronics Engineering Technology
A.S. in Mobile Communications Technology
A.S. in Paralegal
B.S. in Business Management

ITT Technical Institute 00016079 (Tampa)

A.S. in Graphic Communications and Design

A.S. in Mobile Communications Technology

A.S. in Paralegal

B.S. in Business Management

B.S. in Construction Management

B.S. in Digital Entertainment and Game Design

If you have any questions or concerns please feel free to contact me at the numbers listed below.

Thomas R. Brouwer

Regulatory Affairs Manager

ITT Educational Services, Inc.

Phone: 317-582-0775

Fax: 317-706-3040

TBrouwer@itt-tech.edu

From: Jessica Menjivar <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/1F5300692F024A49B36D7F16B6A6EC8D-JMENJIVAR>
Sent: 7/10/2013 9:33:16 AM -0400
To: Russie Allen <rallen@[REDACTED]>
Subject: FW: Program Surrender Notifications (Multiple Locations and Programs)

From: Sheri Campfield at HQ [mailto:SCampfield@[REDACTED]]
Sent: Tuesday, January 15, 2013 1:54 PM
To: Jessica Menjivar
Subject: Program Surrender Notifications (Multiple Locations and Programs)

Ms. Menjivar,

I write to inform you that program approval is formally surrendered for ITT Technical Institute programs as follows:

ITT Technical Institute Location	ACICS ID	Credential	Program
Aurora	21962	Bachelor of Science	Project Management
Henderson	16092	Bachelor of Science	Electronics and Communications Engineering Technology
North Las Vegas	21736	Bachelor of Science	Project Management
Orange	16034	Bachelor of Science	Electronics and Communications Engineering Technology
Orange	16034	Bachelor of Science	Project Management
San Diego	16071	Bachelor of Science	Project Management

San Dimas	16085	Associate of Science	Visual Communications
San Dimas	16085	Bachelor of Science	Project Management
Sylmar	16078	Bachelor of Science	Information Systems Security
Westminster	16080	Associate of Applied Science	Visual Communications
Westminster	16080	Bachelor of Science	Information Systems Security
Oxnard	16058	Associate of Science	Visual Communications
Oxnard	16058	Bachelor of Science	Electronics and Communications Engineering Technology
Oxnard	16058	Bachelor of Science	Information Systems Security
Oxnard	16058	Bachelor of Science	Project Management

There are no students enrolled in these programs. Let me know if you have any questions. Thank you.

Please feel free to contact me directly if you have any questions.

Sheri Campfield

Regulatory Affairs Manager

ITT Educational Services, Inc.

719-203-(b)(6)



ITT Educational Services, Inc.

January 10, 2013

Jessica Menjivar
Program and Accreditation Support Coordinator
Campus Development
Accrediting Council for Independent Colleges and Schools
750 First Street N.E., Suite 980
Washington, D.C. 20002-4241

Re: Program Surrenders
ITT Technical Institute, Hanover

ID Code 00066083

Dear Ms. Menjivar

Please be advised that the above listed ITT Technical Institute wishes to cease offering the following programs:

- Bachelor Degree – Information Systems Security

Please remove these programs from the schools' list of approved program offerings. There are no students enrolled in these programs and they will be removed from our catalog and other materials.

Please contact me if you have any questions or need additional information.

Sincerely,

(B)(6)

Cheryl L.S. Brooks
Regulatory Affairs Manager

cc: Freweiny Tesfazghi, ITT Technical Institute, Hanover
David Colozzi, Mid-Atlantic District Manager

ITT Educational Services, Inc.



July 1, 2013



Ms. Jessica Menjivar
Program Analyst I
Accrediting Council for Independent
Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002-4241

Subject: Discontinued Program - ITT Technical Institute, Dayton
(00016065)

Dear Ms. Menjivar:

Please be advised that the following ITT Technical Institute, Dayton no longer intends to offer the following program:

- Computer Drafting and Design (Associate of Applied Science)

There are no students currently enrolled in the program nor are any students enrolled for future quarters.

If you have any questions or require additional information, please do not hesitate to contact me at (800) 388-3368, extension (b)(6) or via email at [\(b\)\(6\)](mailto:jbiltz@(b)(6))

Sincerely,

(b)(6)

Jeffrey J. Biltz
Regulatory Affairs Manager

June 25, 2013



Ms. Jessica Menjivar
Accrediting Council for Independent
Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002-4241

Subject: Discontinued Programs
ITT Technical Institute, Mount Prospect, IL (00016093)
ITT Technical Institute, Oak Brook (00016061)
ITT Technical Institute, Orland Park, IL (00016048)

Dear Ms. Menjivar:

Please be advised that the ITT Technical Institute listed above no longer intend to offer the following programs:

Mount Prospect (00016093)

AAS in Graphic Communications and Design
AAS in Mobile Communications Technology
AAS in Paralegal
BAS in Business Management

Oak Brook (00016061)

AAS in Graphic Communications and Design
AAS in Mobile Communications Technology
AAS in Paralegal
BAS in Business Management

Orland Park (00016048)

AAS in Graphic Communications and Design
AAS in Mobile Communications Technology
AAS in Paralegal
BAS in Business Management

There are no students currently enrolled in the programs nor are any students enrolled for future quarters.

If you have any questions or require additional information, please do not hesitate to contact me at 317-706-(b)(6) or via email at [\(b\)\(6\)](mailto:kvance@(b)(6))

Sincerely,

Kelly Vance
Regulatory Affairs Manager

13000 North Meridian Street, Carmel, IN 46032-1404
Telephone (317) 706-(b)(6) Fax (317) 706-3040
[\(b\)\(6\)](mailto:kvance@(b)(6))

ITT Educational Services, Inc.

June 26, 2013



Ms. Jessica Menjivar
Accrediting Council for Independent
Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002-4241

Subject: Discontinued Programs
ITT Technical Institute, Wyoming, MI (00016088)

Dear Ms. Menjivar:

Please be advised that the ITT Technical Institute listed above no longer intend to offer the following programs:

Wyoming (00016088)

AAS in Computer Drafting and Design
AAS in Computer and Electronics Engineering Technology
AAS in Paralegal Studies
AAS in Visual Communications
BS in Construction Management
BS in Criminal Justice
BS in Information Systems Security
BS in Software Applications Development

There are no students currently enrolled in the programs nor are any students enrolled for future quarters.

If you have any questions or require additional information, please do not hesitate to contact me at 317-706-[REDACTED] or via email at [kvance@\[REDACTED\]](mailto:kvance@[REDACTED])

Sincerely,

Kelly Vance
Regulatory Affairs Manager

13000 North Meridian Street, Carmel, IN 46032-1404
Telephone (317) 706-[REDACTED] Fax (317) 706-3040
[kvance@\[REDACTED\]](mailto:kvance@[REDACTED])

ITT Educational Services, Inc.

June 27, 2013

Earline B. Simons-Bullock
Executive Assistant
Accrediting Council for Independent
Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002-4241

Reference: Discontinued Programs for: ITT Technical Institute, Phoenix, AZ 00023908

- *Associate of Science – Computer Drafting and Design*
- *Associate of Science – Computer and Electronics Engineering Technology*
- *Bachelor of Science – Information Systems Security*

Reference: Discontinued Programs for: ITT Technical Institute, Phoenix West 00039864

- *Associate of Science – Computer and Electronics Engineering Technology*

Reference: Discontinued Programs for: ITT Technical Institute, Tempe, AZ 00016059

- *Bachelor of Science - Electronics and Communications Engineering Technology*

Reference: Discontinued Program for: ITT Technical Institute, Tucson, AZ 00016084

- *Bachelor of Science – Digital Entertainment and Gaming Design*
- *Bachelor of Science – Project Management*

Reference: Discontinued Program for: ITT Technical Institute, Wichita, KS 00023509

- *Associate of Applied Science – Computer Drafting and Design*
- *Associate of Applied Science – Paralegal Studies*
- *Bachelor of Science - Information Systems Security*

Reference: Discontinued Program for: ITT Technical Institute, Omaha, NE 00016057

- *Associate of Applied Science – IT – Computer Network Systems*
- *Associate of Applied Science – Paralegal Studies*
- *Associate of Applied Science – Visual Communications*
- *Bachelor of Science - Electronics and Communications Engineering Technology*
- *Bachelor of Science - Information Systems Security*
- *Bachelor of Science – Project Management*

Reference: Discontinued Program for: ITT Technical Institute, Murray, UT 00016052

- *Associate of Science – Computer Drafting and Design*
- *Bachelor of Science – Criminal Justice*
- *Bachelor of Science - Electronics and Communications Engineering Technology*
- *Bachelor of Science - Information Systems Security*

- *Bachelor of Science – Project Management*

Dear Ms. Simons-Bullock:

Please be advised that ITT Technical Institute, Phoenix, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Phoenix West, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Tempe, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Tucson, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Wichita, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Omaha, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Murray, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

If you have any questions or require additional information, please do not hesitate to contact me at (800) 388-3368, extension 763 or via email at sshaner_guptill@itt-tech.edu.

Sincerely,

(b)(6)

Stephie Guptill
 Regulatory Affairs Manager
 13000 North Meridian Street, Carmel, IN 46032-1404
 Telephone (317) 582-(b)(6) Fax (317) 706-3040
[\(b\)\(6\)](mailto:sshaner_guptill@(b)(6))

- cc: Gene McWhorter, Director, Phoenix
 Linda Lemken, Director, Phoenix West
 Chuck Wilson, Director, Tempe
 Arnulfo Runus, Director, Tucson
 Rose Horton, Director, Wichita
 Steve Kollar, Director, Omaha
 Chris Bowcutt, Director, Murray

ITT Educational Services, Inc.

June 24, 2013

Earline B. Simons-Bullock
Executive Assistant
Accrediting Council for Independent
Colleges and Schools
750 First Street, NE, Suite 980
Washington, DC 20002-4241

Reference: *Discontinued Programs for:* ITT Technical Institute, Austin, TX 00016037

- *Associate of Applied Science – Computer Drafting and Design (CDD)*
- *Bachelor of Science – Information Systems Security (ISS)*
- *Bachelor of Science – Project Management (PM)*

Reference: *Discontinued Programs for:* ITT Technical Institute, DeSoto, TX 00025524

- *Associate of Applied Science – Computer Drafting and Design (CDD)*
- *Associate of Applied Science – Computer and Electronics Engineering Technology (CEET)*

Reference: *Discontinued Program for:* ITT Technical Institute, Houston North, TX 00016095

- *Associate of Applied Science – Computer Drafting and Design (CDD)*
- *Associate of Applied Science – Paralegal Studies (PLS)*
- *Associate of Applied Science – IT – Computer Network Systems (CNS)*
- *Associate of Applied Science – Visual Communications (VC)*

Reference: *Discontinued Program for:* ITT Technical Institute, Houston West, TX 00016032

- *Associate of Applied Science – Computer Drafting and Design (CDD)*
- *Associate of Applied Science – Computer and Electronics Engineering Technology (CEET)*
- *Associate of Applied Science – Paralegal Studies (PLS)*
- *Associate of Applied Science – IT – Computer Network Systems (CNS)*
- *Bachelor of Science – Construction Management (CM)*

Reference: *Discontinued Program for:* ITT Technical Institute, Richardson, TX 00016064

- Associate of Applied Science – Business Accounting Technology (BAT)
- Associate of Applied Science – Computer Drafting and Design (CDD)
- Associate of Applied Science – Mobile Communications Technology (MCT)
- Associate of Applied Science – Visual Communications (VC)
- Bachelor of Science – Information Systems Security (ISS)

Reference: *Discontinued Program for:* ITT Technical Institute, San Antonio, TX 00016069

- Bachelor of Science – Information Systems Security (ISS)
-

Reference: *Discontinued Program for:* ITT Technical Institute, Waco, TX 00039163

- Associate of Applied Science – Computer Drafting and Design (CDD)
- Associate of Applied Science – Computer and Electronics Engineering Technology (CEET)
- Associate of Applied Science – Paralegal Studies (PLS)
- Associate of Applied Science – IT – Computer Network Systems (CNS)

Reference: *Discontinued Program for:* ITT Technical Institute, Webster, TX 00016094

- Associate of Applied Science – Computer and Electronics Engineering Technology (CEET)
- Bachelor of Science – Project Management (PM)
- Bachelor of Science – Electronics and Communications Engineering Technology (ECET)

Dear Ms. Simons-Bullock:

Please be advised that ITT Technical Institute, Austin, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, DeSoto, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Houston North, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Houston West, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Richardson, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, San Antonio, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Waco, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

Please be advised that ITT Technical Institute, Webster, no longer intends to offer the *referenced programs above*. There are no students currently enrolled in the program nor have any students been enrolled for future quarters.

If you have any questions or require additional information, please do not hesitate to contact me at (800) 388-3368, extension (b)(6) or via email at sshaner_guptill@(b)(6)

Sincerely,
(b)(6)

Stephanie Gupta
Regulatory Affairs Manager
13000 North Meridian Street, Carmel, IN 46032-1404
Telephone (317) 582-(b)(6) Fax (317) 706-3040
sshaner_guptill@itt-tech.edu

cc:

- Doug Howard, Director, Austin
- Jeff Chance, Director, DeSoto
- Kathy Shearer, Director, Houston North
- Cathy Clark, Director, Houston West
- Rose Galloway, Director, Richardson
- Kathy Barrera, Director, San Antonio
- Loren Schniederman, Director, Waco
- Leslie Scott, Director, Webster



ITT Educational Services, Inc.
13000 North Meridian Street
Carmel, IN 46032-1404

(317) 706-9200
(877) 316-7054
www.itttech.edu

July 5, 2013

Jessica Menjivar
Program Analyst II
Department of Campus Development
ACICS| Accrediting Council for Independent Colleges & Schools
750 First Street NE, Suite 980
Washington, DC 20002

Subject: Program Accreditation Surrenders

Dear Ms. Menjivar,

ACICS approval is formally surrendered for the following program offerings at the identified ITT Technical Institute locations shown below. There are currently no students enrolled in this program nor are there any students enrolled for future start dates and all printed materials and media, disclosures, etc., will be revised accordingly. Please note that the school will re-apply for ACICS approval if/when it chooses to offer this program in the future

ITT Technical Institute 00016033 (Albuquerque)

- A.A.S. in Computer Drafting and Design
- A.A.S. in Visual Communications
- B.S. in Construction Management
- B.S. in Criminal Justice

If you have any questions or concerns please feel free to contact me at the numbers listed below.

Sincerely,

Thomas R. Brouwer
Regulatory Affairs Manager
ITT Educational Services, Inc.
Phone: 317-582-(b)(6)
TBrouwer@(b)(6)



REEVALUATION VISIT REPORT

EUPHORIA INSTITUTE OF BEAUTY ARTS & SCIENCES

9343 West Sahara Avenue, Suite 205

Las Vegas, NV 89117

ACICS ID Code: 00023088

Ms. Lu Suarez, Regional Campus President (lsuarez@euphoriainstitute.com)
aciessummerlin@euphoriainstitute.com

MAIN CAMPUS

Lincoln Technical Institute

Edison, NJ

ACICS ID Code: 00010950

June 19-20, 2014

Ms. Rogena Kyles	Chair	Attorney	Alexandria, VA
Ms. Donna Reed	Student-Relations Specialist	School Owner, Retired	Indianapolis, IN
Dr. Jack Phan	Educational Activities and Library Specialist	Western Nebraska Community College	Olathe, KS
Ms. Stephanie Brown	Cosmetology and Aesthetics Specialist	Kingdom Kreations Day Spa and Salon	Memphis, TN
Mr. Maurice Wadlington	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY
EUPHORIA INSTITUTE OF BEAUTY ARTS & SCIENCES
LAS VEGAS, NV**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
					2013		2012	
					Ret.	Pla.	Ret.	Pla.
Diploma	Diploma	Aesthetics	900	0/38	N/A	N/A	N/A	N/A
Diploma	Diploma	Cosmetology	1800	54/34	79%	71%	75%	66.7%
TOTAL ENROLLMENT				126				

INTRODUCTION

The Las Vegas (Summerlin) campus of Euphoria Institute of Beauty Arts & Sciences is located in a shopping plaza mall on one of the main highways in Las Vegas. It is a 19,000 square-foot, two-level facility with access to unreserved plaza parking. There are clearly designated handicapped parking spaces throughout the parking lot. The campus has large, somewhat dated classrooms but a very well-designed, modern salon whose services are provided to the public by students who are supervised by instructors. The campus is designed and approved to accommodate about 200 students at one time; current day and evening enrollment is 126 students.

Ninety percent of student enrollment is female; 44 percent of all students are Caucasian, 22 percent are Hispanic, and 9 percent are African-American or Black. Fifty-two percent of students are in the 18-24 year-old age group; 38 percent are 25-39 and 10 percent are over the age of 40.

Except for the director of education, primary administrative positions at the campus are held by regional personnel. The campus president, the director of admissions and career services, and the director of administrative services are classified as "regional" and they divide their time between the Henderson (Green Valley) campus and the Las Vegas (Summerlin) campus. Given the currently small enrollments of the two campuses (114 and 126) and their fairly close locations, this shared-administrators arrangement is manageable for the present.

MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.
The campus mission statement is located on page 4 of its 2013-2015 official school catalog, volume IX, revised May 2013.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
 Yes No
- 1.03 Are the objectives devoted substantially to career-related education?
 Yes No
- 1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
 Yes No
(b) The modes of delivery.
 Yes No
(c) The facilities of the campus.
 Yes No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
 Yes No
- 1.06 Is the campus committed to successful implementation of its mission?
 Yes No

CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
 Yes No
- 1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
 Yes No Not Applicable
- 1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
 Yes No
(b) The characteristics of the student population.
 Yes No
(c) The types of data that will be used for assessment.
 Yes No
(d) Specific goals to improve the educational processes.
 Yes No

(e) Expected outcomes of the plans.

Yes No

1.10 Are the following five required elements evaluated in the CEP?

(a) Student retention.

Yes No

(b) Student placement.

Yes No Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

Yes No Not Applicable (new additional location only)

(d) Level of employer satisfaction.

Yes No Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.

The campus uses monthly student progress reports, SAP reports, licensure pass rates, student surveys, student evaluations of instructor performance, and analyses of attendance records to determine whether or not student learning outcomes are being achieved.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes No Not Applicable

(b) The data used by the campus to assess each outcome.

Yes No Not Applicable

(c) How the data was collected.

Yes No Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes No Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes No Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes No Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The campus has implemented an "Early Student Engagement Program" to interact with each new student on a weekly basis for the first 24 weeks of their studies, monitoring their attendance and ensuring that they receive whatever academic assistance and student services they may need. It has also begun an "honors" program, a monthly activity to recognize students with attendance records of 90 percent or higher. Tutoring

and academic advisement efforts have been increased to assist those students who may be having academic difficulties or who may request help.

Activities to achieve placement goals include the following: improving relations with students and staying better connected with graduates for networking purposes, encouraging volunteer work and/or internship connections to strengthen one's resume, and vigorous efforts to identify potential new employers and to bring potential employers to the campus to meet and interact with students.

- 1.16 Does the campus have documentation to show the following?
- (a) That the CEP has been implemented.
 Yes No
- (b) That specific activities listed in the plan have been completed.
 Yes No
- (c) That periodic progress reports have been completed.
 Yes No
- 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
 The CEP is developed and managed by a team that includes the campus director of education as the lead and the regional campus president, director of admissions and career services, director of financial aid, and director of administrative services.
- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
 Yes No Not Applicable (new additional location or initial applicant only)

ORGANIZATION

- 2.01 Is the following information regarding the campus appropriately stated in the catalog?
- (a) Governance, control, and corporate organization.
 Yes No
- (b) Names of the trustees, directors, and/or officers.
 Yes No
- (c) Names of the administrators.
 Yes No
- 2.02 Does the campus:
- (a) Adequately train its employees?
 Yes No
- (b) Provide them with constant and proper supervision?
 Yes No
- (c) Evaluate their work?
 Yes No
- 2.03 Is the administration of the campus efficient and effective?
 Yes No

- 2.04 Does the campus maintain written documentation to show that faculty and staff members:
- (a) Clearly understand their duties and responsibilities?
 Yes No
- (b) Know the person to whom they report?
 Yes No
- (c) Understand the standards by which the success of their work is measured?
 Yes No
- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
 Yes No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
 Yes No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?
 Yes No
- 2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
 Yes No Not Applicable (initial applicants only)
- 2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
 Ms. Lu Suarez, the regional campus director, has financial oversight responsibility for the campus. She works with the regional director of administrative services to prepare a campus budget for submission to the regional vice president. After his review and approval, the budget is forwarded to the corporate office for final approval. Ms. Suarez then administers the budget for the campus.
- Ms. Suarez has a certificate in cosmetology from Ippolito's Cosmetology School in Illinois and holds current Nevada licenses in cosmetology and cosmetology instruction. She has worked for Lincoln Educational Services, the campus's parent company, since 2004, first as an instructor and later in various management positions. She has been the regional campus president since October 2013.

ADMINISTRATION

- 3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
 Yes No
- 3.02 Are all staff well trained to carry out administrative functions?
 Yes No
- 3.03 Who is the on-site administrator, and what are this person's qualifications?
 As previously mentioned, Ms. Lu Suarez, the regional campus president, is the on-site administrator. She has a certificate in cosmetology and is currently licensed in Nevada as a cosmetologist and as a cosmetology instructor. She has over 10 years' experience in higher education.

- 3.04 Does the campus list degrees of staff members in the catalog?
 Yes No
- 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
- (a) Financial aid activities.
 Yes No Not Applicable (campus does not participate in financial aid)
- (b) Admissions.
 Yes No
- (c) Curriculum.
 Yes No
- (d) Accreditation and licensure.
 Yes No
- (e) Guidance.
 Yes No
- (f) Instructional resources.
 Yes No
- (g) Supplies and equipment.
 Yes No
- (h) The school plant.
 Yes No
- (i) Faculty and staff.
 Yes No
- (j) Student activities.
 Yes No
- (k) Student personnel.
 Yes No

If *No* for any applicable item, insert the section number in parentheses and explain:

(Section 3-1-303(a)): Adequate records are not being kept by the campus related to admissions exams. The campus was unable to provide copies of the admissions tests taken by the following students: Kelly Pierre, Sade Randolph-Stewart, Brenda Murilla, Anna Esquivel, and Kyler Norder.

- 3.06 Does the campus admit ability-to-benefit students?
 Yes No (*Skip to Question 3.11.*)
- 3.07 Does the campus maintain records for the following that support the admissions determination for ability-to-benefit students?
- (a) Validated test scores.
 Yes No
- (b) Initial and periodic academic advising.
 Yes No
- (c) Initial and periodic career advising.
 Yes No

- 3.08 Is there evidence of documentation that supports the relationship between test cut-off scores and successful academic or employment outcomes for ability-to-benefit students?
 Yes No
- 3.09 Does the campus maintain longitudinal data that compares the test cut-off scores utilized for acceptance with the eventual success of ability-to-benefit students?
 Yes No Not Applicable (campus has not admitted ATB students long enough to have developed such data)
- 3.10 Describe the data used for ability-to-benefit student determination and how it is analyzed.
 The campus requires that an applicant provide proof of completion of the 10th grade of high school and must be able to achieve a grade level of 11th grade on an approved ability-to-benefit exam.
- 3.11 Do student files contain evidence of graduation from high school or the equivalent?
 Yes No
- 3.12 Are appropriate transcripts maintained for all students?
 Yes No
- 3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
 Yes No
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?
 Yes No
- 3.15 Does the campus maintain transcripts for all students indefinitely?
 Yes No
- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
 Yes No

RELATIONS WITH STUDENTS FOR ALL PROGRAMS

- 4.01 How many student files were reviewed during the evaluation?
 The team selected and reviewed 20 student files with an equal representation of active, withdrawn, and graduate students, along with a comprehensive review of unofficial transcripts, ledger cards, and financial aid files.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?
 Yes No

- 4.03 Does the campus have appropriate admissions criteria?
 Yes No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?
 Yes No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
 Yes No
- 4.06 Does the admissions policy conform to the campus's mission?
 Yes No
- 4.07 Is the admissions policy publicly stated?
 Yes No
- 4.08 Is the admissions policy administered as written?
 Yes No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that :
 (a) Clearly outlines the financial obligations of both the institution and the student?
 Yes No
 (b) Outlines all program related tuition and fees?
 Yes No
 (c) Has a signature of the student and the appropriate school representative?
 Yes No

Is there evidence that a copy of the agreement has been provided to the student?

Yes No

- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?

Ms. Sonya Petrie, regional director of admissions and career services, is responsible for student recruitment. Ms. Petrie began employment with the Euphoria Institutes in January 2012. She holds a bachelor's degree in English and a master's degree in education from New York State University in Potsdam, New York and has more than 18 years of sales and marketing management experience.

- 4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?

The team selected and reviewed 20 student files, interviewed the regional director of admissions and career services and three current students. As a result, the team was able to determine that the campus follows an ethical recruitment process that is compatible with its educational objectives.

The campus is able to accomplish these objectives by confirming that each prospective student is well-informed about the nature of the education provided through an extensive recruitment interview conducted

by an admissions representative. The recruitment interview incorporates a questionnaire that assists the campus with identifying the applicant's strengths and weaknesses and his or her educational and career expectations. In addition, the prospective student receives a copy of the college catalog, which contains program and course descriptions for each curriculum. The admissions requirements for each program are developed to ensure that students entering the program are prepared for the demands of the coursework and can benefit from the intense career training that focuses on the knowledge and skills required to succeed in the aesthetics and cosmetology programs offered at the campus.

- 4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
- (a) Courses and programs.
 Yes No
- (b) Services.
 Yes No
- (c) Tuition.
 Yes No
- (d) Terms.
 Yes No
- (e) Operating policies.
 Yes No
- 4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
 Yes No
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?
 Yes No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?
 Yes No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
 Yes No Not Applicable (campus does not participate in financial aid)
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
 Yes No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
 Yes No
- 4.19 Is there evidence that the campus properly awards transfer of credit?
 Yes No Not Applicable

- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
 Yes No
- 4.21 Has the campus established articulation agreements with other institutions?
 Yes No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

FOR ALL PROGRAMS

- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?
 Yes No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?
 The campus publishes its standards of satisfactory academic progress (SAP) policy on pages 23-25 of the 2013-2015, volume IX, official school catalog, revised May 2013.

- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
 Yes No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
 Yes No
- (c) Procedures for re-establishing satisfactory academic progress.
 Yes No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals.
 Yes No
- Incomplete grades.
 Yes No
- Repeated courses.
 Yes No
- Non-punitive grades.
 Yes No Not Applicable (campus does not offer)
- Non-credit or remedial courses.
 Yes No Not Applicable (campus does not offer)
- A warning status.
 Yes No Not Applicable (campus does not use)
- A probationary period.
 Yes No
- An appeal process.
 Yes No
- An extended-enrollment status.
 Yes No Not Applicable (campus does not offer)

The effect when a student changes programs.

Yes No Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes No Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes No

4.26 Does the campus apply its SAP standards consistently to all students?

Yes No

4.27 Are students who are not making satisfactory academic progress properly notified?

Yes No Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?

Yes No

4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

Yes No Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

Yes No Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?

Yes No

4.32 Are students allowed to remain on financial aid while under warning status?

Yes No Not Applicable (campus does not participate in financial aid)

If Yes, is the student informed of this policy?

Yes No

4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?

Yes No

4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?

Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)

4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?

Yes No Not Applicable (campus does not have extended enrollment)

4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?

Yes No Not Applicable (there is no such student)

4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

Yes No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

Ms. Jacqueline (Benita) Williams, the director for education, is responsible for the administration of satisfactory academic progress. Ms. Williams holds a diploma in cosmetology from Brook Beauty School in St. Paul, Minnesota and both a cosmetology license and cosmetology instructor licence from the State of Nevada. She has served as the director of education since February 2010. Prior to her current position, Ms. Williams was a cosmetology instructor for 21 years.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

Yes No

4.40 Does the campus finance any of the following? (Mark all that apply.)

(a) Scholarships.

(b) Grants.

(c) Loans.

(d) The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?

Yes No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

Yes No

4.43 Are tuition and fees clearly stated in the catalog?

Yes No

If *Yes*, have students confirmed receiving a copy of the catalog?

Yes No Not Applicable

4.44 Do the financial records of students clearly show the following?

(a) Charges.

Yes No

(b) Dates for the posting of tuition.

Yes No

(c) Fees.

Yes No

(d) Other charges.

Yes No

(e) Payments.

Yes No

(f) Dates of payment.

Yes No

(g) The balance after each transaction.

Yes No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes No Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?

Yes No

4.47 Is the refund policy fair, equitable, and applicable to all students?

Yes No

4.48 Is the campus following its stated refund policy?

Yes No

4.49 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 4.57*)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Lena Kitchen, the financial aid advisor, is responsible for the oversight of financial aid at the campus. Ms. Kitchen earned a bachelor's degree in psychology from the University of Nevada and had more than seven years of financial aid packaging experience at The Art Institute and Le Cordon Bleu before accepting her current position at the campus.

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

Yes No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?

Yes No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes No

- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

Ms. Kitchen is a member of the National Association of Student Financial Aid Association (NASFAA). She stays current with student financial aid (SFA) regulations and policy changes through telephone conferences with the corporate director of financial aid and by reviewing NASFAA update materials. Additional training is provided through conferences, workshops, and webinars attended throughout the year, which focus on tax filing requirements, applying federal methodology, 150% direct loan usage, and federal updates.

- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes No

- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

Yes No

- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?

Yes No

- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

Each of the licensed cosmetology instructors, director of education, early student engagement coordinator and the regional campus president, counsel students on their progression through their program. The campus offers an in-depth new student orientation, a resource lab, and seminars that engage students in the proper techniques of conflict resolution, conflict management and/or confrontation. Individual instruction and tutoring are available for any student requiring additional assistance or in need of academic support outside of the classroom. The career services department offers employment services to active students and alumni such as resume writing and cover letter advisement, mock interviews, and job search techniques. It assists with full and part time employment opportunities. The early student engagement coordinator offers seminars on enhancing communication skills, goal setting, professional development, stress management, critical thinking, personal branding, and cultural diversity.

- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

Yes No Not Applicable

- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Ms. Sonya Petrie, regional director of admissions and career services is responsible for student recruitment. As mentioned previously, Ms. Petrie holds degrees in English and education and has more than 18 years' sales and marketing management experience.

- 4.61 Does the campus offer employment assistance to all students?

Yes No Not Applicable (campus enrolls only international students on a student visa)

- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
 Yes No
- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 183.
 The ending enrollment reported on the previous year's CAR is 183.
- 4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
 Yes No Not Applicable
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
 Yes No Not Applicable (campus does not participate in financial aid)
- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
 All students are required to complete an entrance and exit interview. In addition to students completing the entrance/exit counseling, the financial aid representative counsels students on responsible borrowing and provides students with access to a robust financial literacy portal, including repayment calculators, modules on managing finances, loan repayment, and general financial literacy. Students who have Direct Loans complete their exit loan counseling via the www.studentloans.gov website and may review all student loan history on the National Student Loan Data System (NSLDS).
- 4.67 Describe the extracurricular activities of the campus (if applicable).
 The campus offers a variety of activities, which are sponsored by the early student engagement coordinator and the career services department. These activities are designed to promote community, school pride, and creativity. Campus-sponsored activities include fantasy make-up and nail competitions, spirit week, job fairs, honor society events, and semi-annual "stick it to the staff" fundraisers.

EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
 Yes No
- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
 Ms. Jacqueline Williams, the director of education, oversees the educational activities of all programs at the campus. Ms. Williams holds a diploma in cosmetology from Brook Beauty School in Minnesota and cosmetology and cosmetology instructor licenses from the State of Nevada. She has served as the director of education since February 2010. Prior to her current position, Ms. Williams was a cosmetology instructor for 21 years.
- 5.03 Does this person have appropriate academic or experiential qualifications?

Yes No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The job description for the director of education contains language that is sufficiently broad to give him the authority necessary to carry out his academic oversight and supervisory duties. The position is 100 percent administrative, allowing him time to carry out those responsibilities.

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?

(a) Development of the educational program.

Yes No

(b) Selection of course materials, instructional equipment and other educational resources.

Yes No

(c) Systematic evaluation and revision of the curriculum.

Yes No

(d) Assessment of student learning outcomes.

Yes No

(e) Planning for institutional effectiveness.

Yes No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

Yes No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

Yes No (*Skip to question 5.10*)

FOR NEW GRANTS ONLY

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?
 Yes No (*Skip to question 5.14*)

FOR ALL CAMPUSES

- 5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
 Yes No

- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
 Yes No

- 5.16 What provisions are made for individual differences among students?
 The campus provides individual tutoring for students who need it and extra skills practice time when appropriate. Its transfer of credit policy would allow new students to start their studies with advanced standing. While observing classroom instruction, the team confirmed that instructors' lessons plans target various learning styles. There is effective use of visual aids, overhead projectors, computer presentations, handouts, and charts to fully engage students.

- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
 Faculty is encouraged to evaluate, revise, and make changes to the curriculum by participating on the Euphoria Institute curriculum committees. Faculty makes suggestions to the director of education who, in turn, takes the suggestions to the regional campus president. Approved ideas are then forwarded to the corporate level for ultimate approval or disapproval.

- 5.18 Does the faculty participate in this process?
 Yes No

- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?
 Yes No

- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
 Yes No Not Applicable (campus does not award such credit)

- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
 Yes No

- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
 Yes No

- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
 Yes No
- 5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
 Yes No
- 5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
 Yes No
- 5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
 Yes No Not Applicable (no faculty members hold foreign credentials)
- 5.28 Is there documented evidence of a systematic program of in-service training at the campus?
 Yes No

If *Yes*, how is this documented?

Faculty files contain professional development plans that include in-service training. Training sessions have included classroom management, student engagement, and faculty engagement and are documented by certificates signifying completion. The annual schedule of planned in-service sessions is included in each of the faculty folders. Agendas, sign-in sheets, and minutes of in-service meetings were provided to the team.

- 5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
 Yes No
- 5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
 Yes No
- 5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?
 Yes No
- 5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?
 Yes No

GENERAL COMMENTS:

Classroom observations by the team revealed that instructors' lessons plans target different learning styles. The faculty is a committed group of educators who have the interests of both the students and the campus at heart. They are clearly willing to go above and beyond classroom duties to increase student success on campus and to help students complete their educational programs.

EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The campus is located in a shopping plaza that contains several small businesses and a few stores. It is a two-story facility with unreserved parking spaces in front of its doors. Although spaces are not specifically reserved for the campus, there are far more available spaces than are needed for current enrollment size, staff, faculty, and visitors. Handicapped spaces are clearly marked and several are located in front of the building.

The building itself complies with the American with Disabilities Act in all areas on both floors, with a functioning elevator for access to the second floor.

6.02 Does the campus utilize any additional space locations?

Yes No

6.03 Does the campus utilize campus additions?

Yes No

6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?

Yes No

Except as noted below regarding a lack of air conditioning for the aesthetician clinic rooms, the facilities are appropriate for the size of the student body and for the programs offered.

6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?

(a) Equipment

Yes No

(b) Instructional tools

Yes No

(c) Machinery

Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-601): The plant support system of the campus is not appropriate and does not contribute to the achievement of the institution's objectives. The air conditioning system does not function in any of the three spa clinic rooms and has not worked since the program's inception. The team learned that, in fact, since the campus leased that space three years ago, the air conditioning has never worked.

Besides the physical discomfort of working in closed spaces in a city where daily temperatures can and often do exceed 100 degrees Fahrenheit and, for seven months out of the year, the average daily temperature is 92.2 degrees, the lack of air conditioning adversely affects the students' abilities to properly perform their skills. As detailed in Section 9 of this report, waxing products are less adhesive when a client is perspiring, wax removal causes more discomfort for the client, and hair removal is less effective.

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

Yes No Not Applicable

PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The team reviewed the Euphoria Institute of Beauty Arts and Sciences 2013-2015 official school catalog, volume IX, revised May 2013.

7.02 Does the self-study or additional location application part II accurately portray the campus?

Yes No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?

Yes No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

Yes No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page

Yes No

(c) The names and titles of the administrators.

Yes No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.

Yes No

(e) A statement of accreditation

Yes No Not Applicable (initial applicant)

(f) A mission statement.

Yes No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.

Yes No

(h) An academic calendar.

Yes No

(i) A full disclosure of the admission requirements.

Yes No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary

requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

Yes No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

Yes No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

Yes No

(m) A definition of the unit of credit.

Yes No Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

Yes No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes No

(p) The transfer of credit policy.

Yes No

(q) A statement of the tuition, fees, and any other charges.

Yes No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

Yes No Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

Yes No

(t) A statement describing the student services offered.

Yes No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes No Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

Yes No

7.06 Does the campus offer courses and/or programs via distance education?

Yes No (*Skip to Question 7.07.*)

7.07 Does the catalog contain an addendum/supplement?

Yes No

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

Yes No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes No

7.08 Is the catalog available online?

Yes No

If *Yes*, does it match the hard copy version?

Yes No

7.09 Does the campus utilize a multiple-school catalog?

Yes No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?

Yes No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

Yes No

7.12 Where does the campus advertise (publications, online, etc.)?

The campus advertises via television, newspaper ads, brochures, open house flyers, and online.

Are all print and electronic advertisements under acceptable headings?

Yes No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes No

7.14 Does the campus utilize services funded by third parties?

Yes No

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?

Yes No Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The institutional performance information that campus routinely provide to the public are the student retention and placement rates and the student gainful employment disclosures.

Where is this information published and how frequently is this information being updated?

The information is published at the campus website and is updated annually.

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?

Yes No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at non-main campuses?

Yes No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

Yes No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

Ms. Jacqueline Williams, the director of education, is responsible for the on-site collection and for training faculty and students on how to use it. She periodically asks the faculty for input on additions to or improvement of the collection.

Are these methods appropriate?

Yes No

8.06 Is the library staff adequately trained to support the library?

Yes No

FOR NONDEGREE PROGRAMS ONLY

8.25 Are appropriate reference materials and periodicals available for all programs offered?

Yes No

8.26 Are the instructional resources organized for easy access, usage, and preservation?

Yes No

8.27 Is there a current inventory of instructional resources?

Yes No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?

Yes No

9. PROGRAM EVALUATION

Diploma in Cosmetology

Diploma in Aesthetics

FOR ALL PROGRAMS

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes No

If *Yes*, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The experienced faculty uses modern equipment and professional grade supplies to fully prepare a person for a successful career in the cosmetology and aesthetics industry. The campus has curriculum specific classrooms and practical training areas for cosmetology and aesthetics that was designed to replicate a daily real-world work environment. The programs were designed to develop students' technical skills as well as offer personal professional development. The Euphoria Institute of Beauty Arts & Sciences is an open - to - the public facility where patrons come in for beauty services from the community.

(a) Is there a federal or state licensing agency pass rate established for this program?

Yes No

If *Yes*, what is the minimum pass rate set by the federal or state licensing requirements?

The state pass rate for cosmetology and aesthetics is 75 percent.

Add additional qualifiers if necessary: There are no current graduates for the aesthetics program.

(b) What are this program's pass rates for the past three years?

Year: 2011 Pass Rate: 97%

Not Available

Year: 2012 Pass Rate: 95%

Not Available

Year: 2013 Pass Rate: 98.2%

Not Available

These rates are for the theory (written) portion of the exam only. The National Interstate Council of Nevada does not provide composite scores for license test-takers. It does, however, provide the results of the practical tests in a separate report. The team was provided with copies of that report which confirmed that the campus's pass rates on the practical exam were 100 percent in 2012 and in 2013.

(c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?

Yes No Not Applicable

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Ms. Jacqueline Williams, the director of education, oversees the educational activities of both of campus's academic programs. She has a diploma in cosmetology from Brook Beauty School in Minneapolis and holds current Nevada licenses as a cosmetologist and a cosmetology instructor. Ms. Williams has served as the director of education since February 2010. Prior to her current position, she was a cosmetology instructor for 21 years.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The use of community resources includes field trips and an advisory board. These resources are used to enrich programs by letting students see in-field applications of knowledge and skills they have learned when they visit local salons, spas, entertainment district salons and spas. Input and recommendations received from the advisory board serve to strengthen the curriculum of both programs and, in that way, to improve the employability of graduates.

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

- 9.11 Does the program use independent studies?
 Yes No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods
 Yes No
 - (i) Assessment criteria
 Yes No
 - (j) Method of evaluating students
 Yes No
 - (k) Date the syllabus was last reviewed
 Yes No
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course
 Yes No Not Applicable (Additional Location Inclusion OR clock hour program)
 - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
 Yes No Not Applicable (Additional Location Inclusion OR clock hour program)
- 9.16 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- 9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
 Yes No

- 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
 Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There are no current graduates in the Aesthetics diploma program.

The following number of calls was made to employers or graduates for the following program:

Diploma in Cosmetology - 8

How many calls to employers or graduates were successful?

The following number of calls was successful: 8

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All of the calls where contact was made confirmed the employment of the graduates as reported on the 2013 CAR.

- 9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
 Yes No Not Applicable

FOR NEW GRANTS AND INITIAL GRANTS ONLY

- 9.20 Does the campus participate in Title IV financial aid?
 Yes No
- 9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

FOR ALL VISITS

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.
 Yes No
- (b) Instructional equipment.
 Yes No
- (c) Resources.
 Yes No
- (d) Personnel.

Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-531(a)): The campus does not provide the appropriate instructional facilities in the aesthetics program. During its interviews with students, the team was informed that there is no air conditioning working in any of the spa clinic rooms. Interviews with the director of education and faculty confirmed this information. The lack of air conditioning causes discomfort to guests, students, and faculty. Sanitation and the delivery of adequate spa services techniques are affected as well. The following services are typically performed in the spa clinic rooms: waxing of the legs, bikini line, full bikini, hands, arms, armpits, lower belly and facial areas. Spa rooms that are too warm induce excess perspiration by both the clients and students. Waxes do not adhere well to perspired client bodies and poor wax adhesion results in inferior hair removal. Removal of the poorly adhered wax increases client discomfort. Additional clammy hands may affect students' manipulation or handling of spatulas they use.

It should also be noted that tables being used as student desks in the cosmetology programs were in unacceptable condition at the time of the team's arrival. However, while the team was on-site, all of those tables were replaced with new ones.

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes No

9.31 What is the current student/teacher ratio?

(Calculate the student/teacher ratio by using the following formula:

-Add the number of students enrolled in the program-specific courses (courses with program prefix)

-Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).

The student/teacher ratio is 10:1 in the cosmetology program and 7:1 in the aesthetics program.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes No

SUMMARY

The campus is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Section	Summary Statement
1.	3-1-303(a)	The campus recordkeeping is inconsistent in regards to maintaining complete SLE exams on file for all students' admission (page 8).
2.	3-1-531(a)	The campus does not provide the appropriate instructional facilities in the aesthetics program (page 30).
3.	3-1-601	The campus facility equipment is not adequately installed to support the aesthetic program objectives (page 21).



REEVALUATION

LINCOLN TECHNICAL INSTITUTE

**5 Middlesex Avenue
Somerville, MA 02145
ACICS ID Code: 00012781**

Ms. Laurie O'Malley, Campus Director, lomalley@lincolntech.com
lomalley@lincolntech.com

**Preferred*Preferred *Preferred*

MAIN CAMPUS

**Lincoln Technical Institute
Edison, NJ
ACICS ID Code: 00010950**

June 2-3, 2014

Dr. Richard Murphree	Chair	Consultant Effectual Business Services	Eagle, ID
Ms. Diana Igo	Student-Relations Specialist	Campus Director Minnesota School of Business-Blaine	Maple Grove, MN
Dr. Gail Robin	Medical Office Assistant/Medical Assistant Specialist	Adjunct faculty Baker College	McLean, VA
Mr. Michael Bleacher	Educational Activities/Library Resources/Computer and Network Support Technician Specialist	Professor Colorado Community Colleges	Castle Rock, CO
Mr. Muhammad Ra'oof	Criminal Justice Specialist	CEO Ra'oof Consulting	Happy Valley, OR
Ms. Tanisia Smith	Massage Therapy Specialist	Instructor Holistic Massage Training Institute	Baltimore, MA
Mr. James Mizner, Jr.	Pharmacy Technician Specialist	Self employed	Reston, VA
Ms. Chinita D. Obi	Staff Representative	ACICS	Washington, DC

750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • t - 202.336.6780 • f - 202.842.2593 • www.acics.org

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

**PROGRAMS OFFERED BY
Lincoln Technical Institute
Somerville, MA**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./ Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
						2012		2013	
						Ret.	Pla.	Ret.	Pla.
Certificate	Certificate	Criminal Justice		60 sem.	26/14	77. %	75.0%	82.0%	74.0%
Certificate	Certificate	Medical Assistant		40 sem.	63/32	82.4%	N/A	85.0%	75.0%
Certificate	Certificate	Medical Office Assistant		41 sem.	31/1	82.5%	N/A	77.0%	72.0%
Certificate	Certificate	Pharmacy Technician		34.5 sem.	18/8	87.9%	58.1%	83.0%	72.0%
Certificate	Certificate	Massage Therapy		42.5 sem.	9	93.0%	85.3%	82.0%	80.0%
Certificate	Certificate	Computer and Network Support Technician		37.5 sem.	25/22	76.3%	75.0%	80.0%	65.0%

TOTAL ENROLLMENT

249

INTRODUCTION

Lincoln Technical Institute (LTI), Somerville campus, has multiple job-based training programs at campuses located primarily in the Northeast. Massachusetts has three campus locations for Lincoln. The Somerville, Massachusetts campus is located at 5 Middlesex Avenue in Somerville, Massachusetts. The building is located within minutes of downtown Boston, Cambridge, Route 128 and Route 93. The campus is within walking distance of the Sullivan T-Station. The building offers natural light, ample on-site parking, and is adjacent to Assembly Square Mall.

LTI, Somerville campus, has an enrollment of 249 students. Over 50 percent of the population is made up of female students. The demographic area of LTI consists of an urban population. Most students attending LTI can be characterized as disadvantaged students, many with a history of economic hardship along with other risk factors such as low self-confidence, lack of family support, culture shock, language barriers, and poor high school experiences. Unlike traditional student populations, many of the students are adult learners that do not live on campus and many have young children. Such things as time management, family and economic barriers pose challenges.

The Somerville campus is split between two floors. Both floors hold classrooms as well as administrative offices. The building is also made up of other businesses. Construction to build classrooms for a Dental Assisting program is underway on the second floor. Across the street, a stop for the train is being built as well as Assembly Row. Assembly Row is a cohesive and complete urban environment made up of shops, apartments and entertainment.

1. MISSION

1.01 Give the page number in the campus catalog on which the mission statement can be found.

The mission statement can be found in the 2014-2016 course catalog on page 3.

- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
 Yes No
- 1.03 Are the objectives devoted substantially to career-related education?
 Yes No
- 1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
 Yes No
(b) The modes of delivery.
 Yes No
(c) The facilities of the campus.
 Yes No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
 Yes No
- 1.06 Is the campus committed to successful implementation of its mission?
 Yes No

CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
 Yes No
- 1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
 Yes No Not Applicable
- 1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
 Yes No
(b) The characteristics of the student population.
 Yes No
(c) The types of data that will be used for assessment.
 Yes No
(d) Specific goals to improve the educational processes.
 Yes No
(e) Expected outcomes of the plans.
 Yes No
- 1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.

Yes No

(b) Student placement.

Yes No Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

Yes No Not Applicable (new additional location only)

(d) Level of employer satisfaction.

Yes No Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.

The campus uses a combination of grade distribution, cumulative GPA, professional licensure, externship evaluations and assessment of student work of course learning outcomes for student learning outcomes. Student learning outcomes are monitored weekly and quarterly. Student learning outcomes are assessed by comparing baseline data with current rates in each of the above areas mentioned.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes No Not Applicable

(b) The data used by the campus to assess each outcome.

Yes No Not Applicable

(c) How the data was collected.

Yes No Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes No Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes No Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes No Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The specific activities the campus will undertake to meet their 2014 retention goals include the starting of a theme of "Be involved". The program requires the commitment and support from everyone on campus. Additional specific program activities are outlined in the retention improvement plans included in the 2014 CEP.

To meet the 2014 campus placement goal of 75 percent, the campus has laid out many different ways to achieve the success of students and graduates. Many of these activities relate to building more relationships with local employers and bringing more employers on campus to speak to the students.

Additional specific program activities are outlined in the the placement improvement plans included in the 2014 CEP.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes No

(b) That specific activities listed in the plan have been completed.

Yes No

(c) That periodic progress reports have been completed.

Yes No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

Ms. Laurie O'Malley is the campus director and is responsible for implementing and monitoring the CEP along with the CEP committee. Ms. O'Malley has been with the campus as the campus director since 2011. Previously she was a campus director at a different proprietary school from 2006-2011. Ms. O'Malley has a bachelor's degree in psychology from the University of Massachusetts in Lowell, Massachusetts. The CEP committee is made up of the campus leadership team. The committee meets once per year to review the year and set the CEP for the next year. However, the committee meets with all staff and faculty on a quarterly basis to review and update any areas on the CEP.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes No Not Applicable (new additional location or initial applicant only)

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(a) Governance, control, and corporate organization.

Yes No

(b) Names of the trustees, directors, and/or officers.

Yes No

(c) Names of the administrators.

Yes No

2.02 Does the campus:

(a) Adequately train its employees?

Yes No

(b) Provide them with constant and proper supervision?

Yes No

(c) Evaluate their work?

Yes No

2.03 Is the administration of the campus efficient and effective?

Yes No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

Yes No

(b) Know the person to whom they report?

Yes No

(c) Understand the standards by which the success of their work is measured?

Yes No

- 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?
 Yes No
- 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
 Yes No
- 2.07 Does the campus have an appropriate grievance policy for faculty and staff?
 Yes No
- 2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
 Yes No Not Applicable (initial applicants only)
- 2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
 Ms. Laurie O'Malley is the campus director and is responsible for the financial oversight of the campus. As stated above, Ms. O'Malley has been with the campus as the campus director since 2011. Previously she was a campus director at a different proprietary school from 2006-2011. Ms. O'Malley has a bachelor's degree in psychology from the University of Massachusetts in Lowell, MA.

3. ADMINISTRATION

- 3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
 Yes No
- 3.02 Are all staff well trained to carry out administrative functions?
 Yes No
- 3.03 Who is the on-site administrator, and what are this person's qualifications?
 Ms. Laurie O'Malley is the executive director and is the on-site administrator. As previously stated, Ms. O'Malley has been with the campus as the executive director since 2011. Previously she was a campus director at a different school from 2006 until 2011. Ms. O'Malley has a bachelor's degree in psychology from the University of Massachusetts in Lowell, Massachusetts.
- 3.04 Does the campus list degrees of staff members in the catalog?
 Yes No
- 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?
- (a) Financial aid activities.
 Yes No Not Applicable (campus does not participate in financial aid)
- (b) Admissions.
 Yes No
- (c) Curriculum.
 Yes No
- (d) Accreditation and licensure.
 Yes No
- (e) Guidance.
 Yes No

(f) Instructional resources.

Yes No

(g) Supplies and equipment.

Yes No

(h) The school plant.

Yes No

(i) Faculty and staff.

Yes No

(j) Student activities.

Yes No

(k) Student personnel.

Yes No

3.06 Does the campus admit ability-to-benefit students?

Yes No (*Skip to Question 3.11.*)

3.11 Do student files contain evidence of graduation from high school or the equivalent?

Yes No

3.12 Are appropriate transcripts maintained for all students?

Yes No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

Yes No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?

Yes No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

Yes No

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team reviewed 23 student files at Lincoln Technical Institute, Somerville campus. Four of the 23 files contained examples of satisfactory academic progress warning and probation status documentation; three files contained evidence of transfer of credit evaluations.

4.02 Does the campus ensure that its student relations reflect high ethical standards?

Yes No

4.03 Does the campus have appropriate admissions criteria?

Yes No

- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?
 Yes No
- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
 Yes No
- 4.06 Does the admissions policy conform to the campus' mission?
 Yes No
- 4.07 Is the admissions policy publicly stated?
 Yes No
- 4.08 Is the admissions policy administered as written?
 Yes No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that :
- (a) Clearly outlines the financial obligations of both the institution and the student?
 Yes No
- (b) Outlines all program related tuition and fees?
 Yes No
- (c) Has a signature of the student and the appropriate school representative?
 Yes No
- Is there evidence that a copy of the agreement has been provided to the student?
 Yes No
- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
 Ms. Kerrin Miniutti, director of admissions, is responsible for the oversight of student recruitment at Lincoln Technical Institute, Somerville campus. Ms. Miniutti's employment qualifications include: three years of supervisory and sales experience at Verizon General Business Service Center and 14 years' experience in the admissions department at Lincoln Technical Institute, Lowell and Somerville campuses, holding admissions representative and director of admissions positions.
- 4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
 Following interviews with the director of admissions and an admissions representative, the team determined the recruiting process for new students is ethical and compatible with the educational objectives of Lincoln Technical Institute, Somerville campus. During the prospective students initial interview, the admission representatives share detailed information on the mission statement, program curricula, tuition and fees and services provided to students in a powerpoint presentation. The prospective student is also interviewed by the director of admissions to assist in determining if Lincoln Technical Institute, Somerville campus, is a good fit for the student. Potential students do have the ability to meet with a financial aid representative, should they have questions prior to enrollment.
- 4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
 (a) Courses and programs.
 Yes No

(b) Services.

 Yes No

(c) Tuition.

 Yes No

(d) Terms.

 Yes No

(e) Operating policies.

 Yes No

- 4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
 Yes No
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?
 Yes No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?
 Yes No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
 Yes No Not Applicable (campus does not participate in financial aid)
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
 Yes No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
 Yes No
- 4.19 Is there evidence that the campus properly awards transfer of credit?
 Yes No Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
 Yes No
- 4.21 Has the campus established articulation agreements with other institutions?
 Yes No
- If *Yes*, has the campus published a list of institutions with which it has established the agreements?
 Yes No
- 4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
 Yes No
- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?

Yes No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?

The satisfactory academic progress policy is published on pages 36 and 37 or the 2014-2016 Lincoln Technical Institute catalog.

- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
 Yes No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
 Yes No
- (c) Procedures for re-establishing satisfactory academic progress.
 Yes No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals.
 Yes No
- Incomplete grades.
 Yes No
- Repeated courses.
 Yes No
- Non-punitive grades.
 Yes No Not Applicable (campus does not offer)
- Non-credit or remedial courses.
 Yes No Not Applicable (campus does not offer)
- A warning status.
 Yes No Not Applicable (campus does not use)
- A probationary period.
 Yes No
- An appeal process.
 Yes No
- An extended-enrollment status.
 Yes No Not Applicable (campus does not offer)
- The effect when a student changes programs.
 Yes No Not Applicable (campus only offers one program of study)
- The effect when a student seeks to earn an additional credential.
 Yes No Not Applicable (campus only offers one credential)
- The implications of transfer credit.
 Yes No

4.26 Does the campus apply its SAP standards consistently to all students?

Yes No

4.27 Are students who are not making satisfactory academic progress properly notified?

Yes No Not Applicable (no students are in violation of SAP)

- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
 Yes No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
 Yes No Not Applicable (all programs are one year or less)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
 Yes No Not Applicable (all programs are less than two years)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
 Yes No
- 4.32 Are students allowed to remain on financial aid while under warning status?
 Yes No Not Applicable (campus does not participate in financial aid)
- If Yes, is the student informed of this policy?
 Yes No
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
 Yes No
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
 Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
 Yes No Not Applicable (campus does not have extended enrollment)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
 Yes No Not Applicable (there is no such student)
- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
 Yes No
- 4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
 Mr. Jonathan Newell, director of education, is responsible for the administration of satisfactory academic progress. Mr. Newell holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire and a master's degree in education in school guidance counseling from Salem State College in Salem, Massachusetts. Mr. Newell's has seven years' experience in secondary education as a teacher and guidance counselor and three years' experience in post-secondary education, as a director of education.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
 Yes No

4.40 Does the campus finance any of the following? (Mark all that apply.)

(a) Scholarships.

(b) Grants.

(c) Loans.

(d) The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?

Yes No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

Yes No

4.43 Are tuition and fees clearly stated in the catalog?

Yes No

If *Yes*, have students confirmed receiving a copy of the catalog?

Yes No Not Applicable

4.44 Do the financial records of students clearly show the following?

(a) Charges.

Yes No

(b) Dates for the posting of tuition.

Yes No

(c) Fees.

Yes No

(d) Other charges.

Yes No

(e) Payments.

Yes No

(f) Dates of payment.

Yes No

(g) The balance after each transaction.

Yes No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes No Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?

Yes No

4.47 Is the refund policy fair, equitable, and applicable to all students?

Yes No

4.48 Is the campus following its stated refund policy?

Yes No

4.49 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 4.57*)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Bethann Proulx, financial aid advisor, is responsible for administering student financial aid at the Lincoln Technical College, Somerville campus. Ms. Proulx holds an associate's degree in business technology from Gibbs College (Sanford Brown) in Boston, Massachusetts. Ms. Proulx has over six years' experience in financial aid and over five years' experience in administration and office management. Ms. Proulx is a current member of the Massachusetts Association of Student Financial Aid Administrators (MASFAA).

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

Yes No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?

Yes No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

The financial aid office stays current with regulation and policy changes in financial aid through web-based trainings provided by the corporate office to remain current with regulatory changes. Additionally, Ms. Proulx, director, is a current member of the Massachusetts Association of Student Financial Aid Administrators (MASFAA).

4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes No

4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

Yes No

4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?

Yes No (*Skip to question 4.58.*)

If *Yes*, is there evidence that the campus provides a copy of the written policy to all student applicants prior to enrollment?

Yes No

If *Yes*, is the size of the discount based on the financial benefit that the campus receives from the payment of cash earlier than would be required under the normal tuition payment schedule?

Yes No Not Applicable

- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
 Student services offered by Lincoln Technical Institute, Somerville campus include: student orientation, academic advising, academic tutoring, referral services, and employment services (i.e. job fairs, Career Edge, and graduate workshops).
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
 Yes No Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
 Mr. Antoine Jones, director of career services, is the person responsible for the oversight of advising students on employment opportunities. Mr. Jones holds a bachelor's degree in history and secondary education from Fitchburg State College in Fitchburg, Massachusetts. Mr. Jones has over seven years' experience as a director of career services, including his current position at Lincoln Technical Institute, Somerville campus.
- 4.61 Does the campus offer employment assistance to all students?
 Yes No Not Applicable (campus enrolls only international students on a student visa)
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
 Yes No
- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 260
 The ending enrollment reported on the previous year's CAR is 260
- 4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
 Yes No Not Applicable
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
 Yes No Not Applicable (campus does not participate in financial aid)
- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
 The financial aid department provides an entrance loan counseling session, advising students on their loan repayment obligations. Students with unsubsidized/subsidized direct loans complete exit counseling through the studentloans.gov website. Students are also required to log into the National Student Loan Database System (NSLDS) to view their loan information.
- 4.67 Describe the extracurricular activities of the campus (if applicable).
 Lincoln Technical Institute, Somerville campus, has a variety of extracurricular activities offered to students, including: a student ambassador program, student appreciation events, blood drives, job fairs, and fundraisers (i.e. coloring book and crayon drive for Boston Children's Hospital).

5. EDUCATIONAL ACTIVITIES

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
 Yes No
- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
 Mr. Jonathan Newell is the director of education and holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in Salem, Massachusetts. Mr. Newell has been with Lincoln Technical Institute, Somerville campus, since June, 2012. Prior to his current position, Mr. Newell served as director of education at American Career Institute for two years and has been in education since 2006 serving in various leadership and teaching positions.
- 5.03 Does this person have appropriate academic or experiential qualifications?
 Yes No
- 5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
 The campus holds regular meetings to discuss the state of the various programs. There is extensive documentation of meeting minutes from each department with a codified agenda. Staff meetings are also held regularly, management meetings are well documented, and program administration and student needs are a recurring topic. In addition, staff and faculty reported to the team a well-functioning and personable leadership structure.
- 5.05 Is the time devoted to the administration of the educational programs sufficient?
 Yes No
- 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
 Yes No
- 5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?
 (a) Development of the educational program.
 Yes No
 (b) Selection of course materials, instructional equipment and other educational resources.
 Yes No
 (c) Systematic evaluation and revision of the curriculum.
 Yes No
 (d) Assessment of student learning outcomes.
 Yes No
 (e) Planning for institutional effectiveness.
 Yes No
- 5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?
 Yes No
- 5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
 Yes No (*Skip to question 5.10*)

- 5.10 Does the campus have any programs with current specialized or programmatic accreditation?
 Yes No (*Skip to question 5.14*)
- 5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
 Yes No
- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
 Yes No
- 5.16 What provisions are made for individual differences among students?
 Syllabi show varied teaching modalities and faculty report intentional variation in teaching delivery which is deliberately designed to reach multiple learning styles in each delivery period. There is evidence in the faculty files showing classroom observation to verify compliance. The school uses the Bethel, Maine Learning Pyramid to ensure classroom delivery touches on all learning styles outlined in this mode.
- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
 There is a curriculum committee above the campus level. Each campus and program has a representative serving on the committee. Members of the committee or individual faculty at any campus may submit concerns or suggestions to their representative for presentation to the committee, which they then may decide to implement the change if deemed necessary.
- 5.18 Does the faculty participate in this process?
 Yes No
- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?
 Yes No
- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
 Yes No Not Applicable (campus does not award such credit)
- If *Yes*, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
 Yes No Not Applicable (no student has made such a request)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
 Yes No
- 5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.23*)
- (a) Facilities.
 Yes No
- (b) Instructional equipment.
 Yes No
- (c) Resources.
 Yes No

(d) Personnel.

 Yes No

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

 Yes No

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

 Yes No

5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

 Yes No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

 Yes No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

 Yes No Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?

 Yes NoIf *Yes*, how is this documented?

Records are kept on file in the education office along with subject and agenda. In addition, certificates of completion for in-service training are included in each faculty file as part of their faculty development plans.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

 Yes No

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

 Yes No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

 Yes No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

 Yes NoIf *Yes*, do the contracts and/or agreements comply with all requirements of the applicable criterion? Yes No

6. EDUCATIONAL FACILITIES

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The campus is located at 5 Middlesex Avenue in Somerville, Massachusetts. The building is located within minutes of downtown Boston, Cambridge, Route 128 and Route 93. The campus is 33,000 square feet and has two medical labs, six computer labs, a pharmacy lab, a massage lab, a massage clinic and multiple lecture rooms. The campus is within walking distance of the Sullivan T-Station. The building offers excellent natural light, ample on-site parking, and is adjacent to Assembly Square Mall. Lincoln Technical Institute, Somerville ensures that students are provided with a clean, safe adequately equipped facility. Students have appropriate access to computer and medical labs both for classes and for individual practice and study. Restrooms, a student lounge, and other non-classroom spaces are of appropriate number and size to meet the needs of the student population.

- 6.02 Does the campus utilize any additional space locations?

Yes No

- 6.03 Does the campus utilize campus additions?

Yes No

- 6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?

Yes No

- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?

(a) Equipment

Yes No

(b) Instructional tools

Yes No

(c) Machinery

Yes No

- 6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

Yes No Not Applicable

7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

While the team was on-site, the campus published the 2014-2016 catalog and addendum, volume 24, effective June 2014, which the team used for the evaluation.

- 7.02 Does the self-study or additional location application part II accurately portray the campus?

Yes No

- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?

Yes No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

Yes No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.

Yes No

(c) The names and titles of the administrators.

Yes No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.

Yes No

(e) A statement of accreditation

Yes No Not Applicable (initial applicant)

(f) A mission statement.

Yes No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.

Yes No

(h) An academic calendar.

Yes No

(i) A full disclosure of the admission requirements.

Yes No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

Yes No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

Yes No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

Yes No

(m) A definition of the unit of credit.

Yes No Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

Yes No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes No

(p) The transfer of credit policy.

Yes No

(q) A statement of the tuition, fees, and any other charges.

Yes No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

Yes No Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

Yes No

(t) A statement describing the student services offered.

Yes No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes No Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

Yes No

7.06 Does the campus offer courses and/or programs via distance education?

Yes No (*Skip to Question 7.07.*)

7.07 Does the catalog contain an addendum/supplement?

Yes No (*Skip to Question 7.08.*)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

Yes No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes No

7.08 Is the catalog available online?

Yes No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes No

7.09 Does the campus utilize a multiple-school catalog?

Yes No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?

Yes No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

Yes No

7.12 Where does the campus advertise (publications, online, etc.)?

The campus advertises through print media, radio ads, and their website.

Are all print and electronic advertisements under acceptable headings?

Yes No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes No (*Skip to Question 7.14.*)

7.14 Does the campus utilize services funded by third parties?

Yes No

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?

Yes No Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The campus provides placement rates and completion rates by program.

Where is this information published and how frequently is this information being updated?

This information is published on the campus' website and is updated annually with the submission of each CAR.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?

Yes No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

Yes No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

Yes No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

The campus relies on a contract for information services and library resources provided at the corporate level. They monitor student and teacher feedback and are able to present feedback to the corporate management for changes or additions to the resources.

- Are these methods appropriate?
 Yes No
- 8.06 Is the library staff adequately trained to support the library?
 Yes No
- 8.25 Are appropriate reference materials and periodicals available for all programs offered?
 Yes No
- 8.26 Are the instructional resources organized for easy access, usage, and preservation?
 Yes No
- 8.27 Is there a current inventory of instructional resources?
 Yes No
- 8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
 Yes No

9. PROGRAM EVALUATION

Certificate in Criminal Justice

- 9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
 Mr. Jonathan Newell is the director of education and holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in Salem, Massachusetts. Mr. Newell is advised by Mr. Richard Vivier, the lead instructor of the campus' criminal justice program. Mr. Vivier holds a master's degree in criminal justice from Western New England College and a bachelor's degree in law enforcement from Western New England College in Springfield, Massachusetts. Prior to Mr. Vivier's employment with the campus, he spent 28 years in the law enforcement field. Mr. Vivier entered the law enforcement field as a special police officer, and he retired as an Assistant Deputy Superintendent. While serving as an Assistant Deputy Superintendent Mr. Vivier was assigned as the Middlesex Sheriff's Office's chief investigator.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No

- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
- (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Additional Location Inclusion only)
- (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
 During 2013, the criminal justice program's students were exposed to a total of 32 community outreach events. The outreach events consisted of guest lectures from the local, regional and federal law enforcement and private security agencies. Further, the criminal justice program's students visited local policing, correctional and judicial agencies. The criminal justice students participated in many outreach activities; as an example, the student's role-played in a mock court trial held at a local courthouse. The student represented all participants of a criminal trial; i.e., the defendant, victim, witness, defense team, prosecution team, judge, jury, clerk and the bailiff.
- In addition, the campus has established an advisory committee. The advisory committee's members are representative of the local community's criminal justice and private security professions. The advisory committee has been instrumental in promoting the notoriety, value and acceptance of the campus' criminal justice program within the local criminal justice and private security community.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
- (b) Course numbers
 Yes No

(c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

If *No*, insert the section number in parentheses, list the courses, and explain:

The program does assign and grade homework for this program; however, the campus did not submit a Clock to Credit hour conversion application for the certificate in criminal justice program and does not receive credit through Title IV for out of class work.

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were 17 calls made to employers and students.

How many calls to employers or graduates were successful?

There were nine successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

There were nine calls that confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes No Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 9.24*)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes No Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes No Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:

The program does assign and grade homework for this program, however, the campus did not submit a Clock to Credit hour conversion application for the certificate in criminal justice program and does not receive credit through Title IV for out of class work.

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes No

- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?
 Yes No
- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
 Yes No
- 9.31 What is the current student/teacher ratio?
 (Calculate the student/teacher ratio by using the following formula:
 -Add the number of students enrolled in the program-specific courses (courses with program prefix)
 -Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).
 The current student to teacher ratio is 10:1.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

GENERAL COMMENTS:

All of the courses that make-up the campus' criminal justice certificate program are essential in broadening the students' in-depth understanding of an eclectic United States criminal justice system. The courses are designed to enhance the students' understanding of the required knowledge, skills, abilities and other characteristics in which are mandated by contemporary criminal justice systems; i.e., policing, corrections and the judiciary.

COMMENDATIONS:

The campus' criminal justice program's lead, Mr. Richard Vivier, has brought not only many years of experience to the program, but also brings a high level of leadership, managerial skills, care, enthusiasm and a long list of outside supporters, which is evident in the more than 30 outreach events during 2013.

In addition, Mr. Vivier has extended his many years of experience to graduates of the campus' criminal justice program by serving as their mentor while seeking employment in the criminal justice field, and in their pursuit of higher education.

9. PROGRAM EVALUATION**Certificate Program in Massage Therapy**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to question 9.02*)

If *Yes*, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The certificate program in massage therapy at Lincoln Technical Institute, Somerville campus, offers a blend of fundamental business skills and didactic and experiential tools that provide students with the necessary skills to obtain licensure in the field.

- (a) Is there a federal or state licensing agency pass rate established for this program?
 Yes No
- (b) What are this program's pass rates for the past three years?
 Year: Pass Rate:
 Not Available
 Year: Pass Rate:
 Not Available
 Year: Pass Rate:
 Not Available
- (c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?
 Yes No Not Applicable
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
 Mr. Jonathan Newell is the director of education and holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in Salem, Massachusetts. Mr. Newell is advised by Ms. Lori Forman, lead instructor. Lori Forman holds a certificate from Finger Lakes School of Massage. She is licensed to provide massage therapy through the Commonwealth of Massachusetts, Division of Professional Licensure, Board of Massage Therapy.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Additional Location Inclusion only)
 (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
 Students were invited to a variety of events, including several tours of establishments to explore career paths related to providing different types of massage, guest speakers who demonstrated massage modalities and opportunities to meet local employers.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No

- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods
 Yes No
 - (i) Assessment criteria
 Yes No
 - (j) Method of evaluating students
 Yes No
 - (k) Date the syllabus was last reviewed
 Yes No
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:***
- (l) Out-of-class work assignments that support the learning objectives for the course
 Yes No Not Applicable (Additional Location Inclusion OR clock hour program)
 - (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
 Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were 10 attempted calls to graduates and employers.

How many calls to employers or graduates were successful?

The team made two successful contacts in the certificate in massage therapy program.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Two of the two successful contacts confirmed graduate employment as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes No Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 9.24*)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes No Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes No Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

Class preparations and study tools are assigned for completion out-of-class. Evidence of documentation and assessment for grading purposes was noted via the campus computer grading system, Engrade.

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.
 Yes No
 - (b) Well-defined instructional objectives.
 Yes No
 - (c) The selection and use of appropriate and current learning materials.
 Yes No
 - (d) Appropriate modes of instructional delivery.
 Yes No
 - (e) The use of appropriate assessment strategies.
 Yes No
 - (f) The use of appropriate experiences.
 Yes No
- 9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
 Yes No
- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?
 Yes No
- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
 Yes No
- 9.31 What is the current student/teacher ratio?
(Calculate the student/teacher ratio by using the following formula:
-Add the number of students enrolled in the program-specific courses (courses with program prefix)
-Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).
The current student to teacher ratio is 9:1.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

GENERAL COMMENTS:

The team thanks the staff and faculty of Lincoln Technical Institute, Somerville campus, for a gracious and enthusiastic welcome.

COMMENDATIONS:

Students note their appreciation for innovative teaching methods, mindfully created course work and informational and challenging class materials. In addition, students note their respect for, and enjoyment of, helpful, approachable staff and faculty at the Somerville campus.

9. PROGRAM EVALUATION**Certificate in Medical Assistant****Certificate in Medical Office Assistant**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
 Mr. Jonathan Newell is the director of education and holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in Salem, Massachusetts. Mr. Newell is advised by Ms. Erjola Merdani who has been the lead instructor for the allied health programs since January 2008. She has oversight of medical assistant and medical office assistant programs. Ms. Merdani earned a diploma in medical assistant from Bryman Institute in Brighton, Massachusetts. Ms. Merdani has six years of administrative and clinical experience.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Additional Location Inclusion only)
 (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
 The following community resources are utilized to enrich the program: a program advisory committee that meets bi-annually and whose members include local medical and business representatives; field trips -- a recent trip included visiting the Body World Exhibit to observe the human anatomy for application in the course work; and a guest speaker, Ms. Rosemary Crowley, from Everett Family Care, Massachusetts General Hospital, spoke on March 26, 2014 about Health Insurance Portability Act of 1996 (HIPAA), patient care and the billing office duties.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No

- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods
 Yes No
 - (i) Assessment criteria
 Yes No
 - (j) Method of evaluating students
 Yes No
 - (k) Date the syllabus was last reviewed
 Yes No
- For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:**
- (l) Out-of-class work assignments that support the learning objectives for the course
 Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following numbers of calls, by program, were made to students and employers for the following programs:

Certificate in Medical Assistant: 10

Certificate in Medical Office Assistant: 6

How many calls to employers or graduates were successful?

Certificate in Medical Assistant: 3

Certificate in Medical Office Assistant: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Each call confirmed the employment of the graduates as reported on the 2013 CAR with the exception of the medical office assistant programs that had one placement that the team was unable to confirm.

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

(Section 3-1-303(a)): There were one calls that did not confirm appropriate placement as reported in the 2013 CAR. In addition, the CAR back up data does not match the CAR data with respect to graduates who were not placed.

Ms. Jacqueline Tabingwa, medical office assistant graduate in September 2012, was contacted during the visit. She confirmed she has been working at Charles River Centre, but not as a residential counselor as reported on the CAR. Ms. Tabingwa stated she is working in an assigned house to do laundry and cleaning. Additionally, she stated that no aspect of her degree is used in her job. The campus presented information from the employer that states that the employee does use some of her skills learned in her program. This information presented to the team was in conflict, thus the team was unable to confirm the appropriateness of the placement.

The 2013 CAR and back up data does not match for the medical assistant program in two categories. The CAR shows 44 placed in field of study or related field and 15 not working with a total of 59 while the CAR back up data shows 43 placed in field or related field and 16 in not working with a total of 59.

9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes No Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 9.24*)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

Graded homework from recent assignments and projects and electronic grade books evidence evaluation of out-of-class work for the allied health programs.

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes No

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
 Yes No

9.31 What is the current student/teacher ratio?
 (Calculate the student/teacher ratio by using the following formula:
 -Add the number of students enrolled in the program-specific courses (courses with program prefix)
 -Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).
 The student/teacher ratio is 12:1 in the certificate in medical assistant and 10:1 in the certificate in medical office assistant.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

9. PROGRAM EVALUATION

Certificate in Pharmacy Technician

9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (Skip to question 9.02)

If Yes, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The team reviewed the Massachusetts state board of pharmacy regulations which requires all pharmacy technicians to be registered with the board of pharmacy. Training programs are required to include "coverage of the topics of job descriptions, pharmacy security, commonly used medical abbreviations, routes of administration, product selection, final check by pharmacists, guidelines for the use of pharmacy technicians, and any other requirements of the Board."

The team reviewed the course content of PHT 110, Pharmacy Systems; PHT 111, Dosages and Calculations; PHT 112, Therapeutic Response to Medications; PHT 113, Therapeutic Response to Medications; PHT114, Medical Ethics, Safety and the Law; PHT 115, Pharmacy Technician Practical; and PHTEXT Pharmacy Technician Externship. The course content meets the educational requirements established by the Massachusetts board of pharmacy.

(a) Is there a federal or state licensing agency pass rate established for this program?
 Yes No

(b) What are this program's pass rates for the past three years?

Year: 2011 Pass Rate:

Not Available

Year: 2012 Pass Rate:

Not Available

Year: 2013 Pass Rate:

Not Available

(c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?

Yes No Not Applicable

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Jonathan Newell is the director of education and holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in Salem, Massachusetts. Mr. Newell is advised by Ms. Jacquelyn Graham. Ms. Jacquelyn Graham is the lead instructor for the pharmacy program and advises Mr. Newell in content administration. Ms. Graham possesses a bachelor's degree in pharmaceutical management from Massachusetts College of Pharmacy and Health Sciences, in Boston, Massachusetts. The team found documentation in Ms. Graham's employee that she possesses a Massachusetts' state license from the Department of Public Health as a registered pharmacy technician with an expiration date of January of 2016. She is certified through the Pharmacy Technician Certification Board (PTCB) until July 2014.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?

Yes No Not Applicable (Additional Location Inclusion only)

(b) Student placement rate of 70 percent?

Yes No Not Applicable (Additional Location Inclusion only)

9.07 List the community resources and describe how they are utilized to enrich the program(s).

The team reviewed the minutes of the most recent advisory board meetings of the Somerville campus. The meeting minutes reflected a discussion on the current curriculum and its relevance on the role of the pharmacy technician in the practice of pharmacy today. Members of the advisory are from a variety of pharmacy employment environments that include CVS Pharmacy, Walgreens, Rite Aid Pharmacy, Tufts Medical Center (hospital pharmacy), Omnicare Pharmacy (long-term and specialty care services), and the Department of Veteran Affairs. Each of these advisory board members are able to validate the curriculum and provide the campus' pharmacy technicians with extern site assignments and possibly future employment.

The pharmacy technician program utilizes outside speakers to augment the pharmacy educational experience. The team reviewed the guest speaker/activity log and sign-in sheet for students for presentations conducted on December 20, 2013 (Acton Pharmacy) and March 26, 2014 (Community Engagement).

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes No

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes No

9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?

Yes No (*Skip to question 9.13*)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

Yes No

(b) Course numbers

Yes No

(c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The team attempted 10 calls to employers or graduates of the pharmacy technician program.

How many calls to employers or graduates were successful?

There were 10 successful calls to employers or graduates.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The team successfully confirmed employment of 10 graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes No Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 9.24*)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes No Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes No Not Applicable (Clock hour programs only)

If Yes, briefly describe the documentation of evaluation viewed on site.

The team reviewed the instructor’s electronic grade book, Engrade, and noted that homework assignments were being assigned by the instructor and graded. Students are capable of viewing their grades and attendance in Engrade.

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.
 Yes No
 - (b) Well-defined instructional objectives.
 Yes No
 - (c) The selection and use of appropriate and current learning materials.
 Yes No
 - (d) Appropriate modes of instructional delivery.
 Yes No
 - (e) The use of appropriate assessment strategies.
 Yes No
 - (f) The use of appropriate experiences.
 Yes No
- 9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
 Yes No
- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?
 Yes No
- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
 Yes No
- 9.31 What is the current student/teacher ratio?
(Calculate the student/teacher ratio by using the following formula:
-Add the number of students enrolled in the program-specific courses (courses with program prefix)

-Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).
The current student/teacher ratio for the pharmacy technician program is 12:1.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

COMMENDATIONS:

The team would like to commend the lead instructor, Ms. Jacqueline Graham, on the overall organization of the operations of the pharmacy technician program at the Somerville campus of Lincoln Technical Institute.

9. PROGRAM EVALUATION**Certificate in Computer and Network Support Technician**

- 9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
Mr. Jonathan Newell is the director of education and holds a bachelor of science degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in Salem, Massachusetts. Mr Newell is advised by Mr. Rachid Elaafer, the lead faculty member from February of 2012 to January 2014. He re-assumed these duties in June, 2014. Mr Elaafer holds a certificate in personal computer service and support from Clark University in Cambridge, Massachusetts. In addition to the certificate, Mr. Elaafer holds numerous industry standard certifications including Microsoft, Apple, and CompTIA. He also has extensive industry experience working in a wide variety of computer technologies.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Additional Location Inclusion only)
(b) Student placement rate of 70 percent?
 Yes No Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
Instructors take students on field trips to real-world job sites. In addition, they regularly invite speakers from industry to the campus to present on current industry topics. There is also evidence of regular job fairs hosted by the campus so students can be exposed to job requirements. Regular program advisory council meetings are held which include representatives from local small and large businesses. These experts advise the school on what requirements potential employees must meet for employment. An active externship program is also evidence of community involvement.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)

9.11 Does the program use independent studies?

Yes No (*Skip to question 9.13*)

9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?

Yes No

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(a) Title and course descriptions

Yes No

(b) Course numbers

Yes No

(c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The team attempted 15 calls for the diploma program in Computer and Network Support Technician.

How many calls to employers or graduates were successful?

The team make two successful contacts.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All successful calls confirmed employment.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes No Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 9.24*)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes No Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes No Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

Students were in possession of graded assignments, and had access to their online gradebook showing that out-of-class work was being completed and evaluated. Both faculty and students reported the evidence was accurate.

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

- (c) The selection and use of appropriate and current learning materials.
 Yes No
- (d) Appropriate modes of instructional delivery.
 Yes No
- (e) The use of appropriate assessment strategies.
 Yes No
- (f) The use of appropriate experiences.
 Yes No
- 9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
 Yes No
- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?
 Yes No
- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
 Yes No
- 9.31 What is the current student/teacher ratio?
 (Calculate the student/teacher ratio by using the following formula:
 -Add the number of students enrolled in the program-specific courses (courses with program prefix)
 -Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).
 The current student/teacher ratio is 11 to 1.
- 9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?
 Yes No

GENERAL COMMENTS:

The faculty expressed a general feeling of esprit de corps and comradery. They stated emphatically that the leadership at the campus provides the necessary tools to effectively teach their assigned courses.

COMMENDATIONS:

The career services department bears the cost for students to take industry standard certification exams, student are encouraged to take advantage of this option. This is very useful for students seeking employment upon graduation. Unusual in the world of education, the campus is to be commended for these efforts. In addition, a bank of interview clothing is available to students. The team wishes to commend the campus for this resource.

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

<u>Number</u>	<u>Citation</u>	<u>Summary Statement</u>
1.	Section 3-1-303(a)	The team was unable to verify one placement reported on the 2013 CAR, and there were discrepancies between the report and the backup data (page 34).

RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration (*These recommendations are not included in the report seen by the Council*):

Pharmacy

- Remove the following skill sets from the pharmacy externship form since these are not tasks a pharmacy technician is expected to perform:
 - a. Purchasing of equipment
 - b. Monitoring regulatory concerns
 - c. Appointment scheduling
 - d. Posting
 - e. Bookkeeping skills
 - f. Charting

Medical Assistant

- Classroom observations are completed and signed by the director of education, Mr. Jon Newell, for all full-time and adjunct faculty. While Mr. Newell as director of education is appropriate and qualified to evaluate the delivery methods and engagement techniques, Ms. Erjola Merdani, as lead instructor, should document her input in classroom observations as the subject matter expert for content.

Massage Therapy

- Provide additional focus on standardized test preparation for the massage therapy program in order to increase student confidence and skills when interfacing with this testing format, which is required prior to eligibility for licensure and ability to practice in the field.

Criminal Justice

- Add a sociology course to the curriculum. This suggestion was from a student that felt that as a future criminal justice professional, he would benefit from an enhanced knowledge of societal issues. Presently, the criminal justice program offers CJS203, Cultural Diversity for Criminal Justice Professionals, which is the closest offering to a sociology course.

Admissions

- During the admissions process, students are interviewed on their educational background for potential transfer credit opportunities. The team recommends more emphasis on documenting industry certification and work history in professional areas to ensure that student are not taking courses that they may not need.



NEW GRANT VISIT REPORT

LE CORDON BLEU COLLEGE OF CULINARY ARTS
8511 Commodity Circle, Suite 100
Orlando, FL 32819-8511
ACICS ID Code: 00019776

Mr. Lamar Farr, Market President-Orlando & Miami (lfarr@orlando.chefs.edu)
 (ACICSINFO@Orlando.chefs.edu)

MAIN CAMPUS
Sanford Brown College
Tampa, FL
Main Campus ID Code: 00011161

September 15 and 16, 2014

Dr. Harpal S. Dhillon	Chair	President, Intelligent Education Solutions, Inc.	Annandale, VA
Mr. Barry D. Fayne	Student-Relations Specialist	Former Dean, Brown Mackie College	Birmingham, AL
Dr. Hieu Jack Phan	Educational Activities/Library	Director, Criminal Justice, Southern Arkansas University	Olathe, KS
Ms. Chinita D. Obi	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY
PROGRAMS OFFERED BY
Le Cordon Bleu College of Culinary Arts
Orlando, Florida**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./ Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement (%)			
						2012		2013	
						Ret.	Pla.	Ret.	Pla.
Associate of Science	Academic Associates	Le Cordon Bleu Culinary Arts*	1550	107	530/0	88%	79%	75%	77.3%
Associate of Science	Associate of Science	Patisserie and Baking*	1510	106	200/0	80%	60%	86%	76.4%
Diploma	Diploma	Le Cordon Bleu Culinary Arts*	940	55	91/0	75%	75%	70%	69.2%
Diploma	Diploma	Patisserie and Baking*	940	55	0/0**	60%	60%	76%	47.1%
TOTAL ENROLLMENT					821/0				

Notes:

Typed in bold are any retention rates below 65 percent (programs >1 year in length) or 70 percent (programs ≤ 1 year in length) and any placement rates below 70 percent.

* Programs not reviewed because of specialized accreditation: American Culinary Federation, expiring in December 2014

** Enrollment of new students to the certificate (diploma) program in patisserie and baking was stopped in January 2013, in response to decreasing number of students in this program. The administration of the school has now made some strategic decisions concerning this program. New enrollment will resume in the first quarter of 2015, with total enrollment limited to 100.

INTRODUCTION

Le Cordon Bleu of North America is the largest provider of quality culinary arts education worldwide. The network of 17 Le Cordon Bleu schools in the United States offers culinary students a hands-on education with faculty dedicated to providing students with the necessary skills, knowledge, support and guidance to pursue fulfilling career opportunities in the culinary arts and patisserie and baking. Le Cordon Bleu College of Culinary Arts (LCBC) is a member of the Career Education Corporation (NASDAQ:CECO) network of universities, colleges and schools.

In 1999, Le Cordon Bleu North America partnered with Career Education Corporation (CEC) to develop Le Cordon Bleu branded schools in the United States. Three years later, Orlando Culinary Academy (OCA) opened its doors for the inaugural class to provide Le Cordon Bleu programs delivered in a comprehensive, challenging, and hands-on format. Since then, LCBC developed a solid reputation, and Orlando culinary arts school graduates have secured employment in some of the most prestigious and recognized companies in the industry.

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 provided 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.

Based upon the impacts from Gainful Employment legislation and feedback from alumni, LCBC Orlando and many of the other schools that are part of Le Cordon Bleu of North America made many sweeping changes to the operations and design of the overall business model in the spring of 2011. The intended outcome was to enhance the quality of culinary arts and patisserie and baking ('P&B') curricula while reducing the cost of education and the resulting student debt level associated with this education.

Currently, the Orlando campus of LCBC has 821 full-time students in two academic associate degree (730 students) and one diploma programs (91 students). All programs hold specialized program accreditation from the American Culinary Federation (ACF).

The student population has about 50 percent male and 50 percent female split. The student age distribution is skewed towards young adults with 18 percent of the student population in 17 to 19 years age group, and 54 percent students in the 20 to 29 years age group. Only four percent of the students at this campus are older than 50 years. Although 84 percent of the students did not identify themselves as members of a specific ethnic group in 2014, data for student ethnicity for 2012 and 2013 indicated that the 'White' and 'African-American' students accounted for 85 percent of the student population during those years.

The administration temporarily stopped enrolling students in the patisserie and baking diploma program in January 2013. The ACICS team was informed that, in response to an improved employment market, new enrollments will be resumed in early 2015, with the total number of students in this program not to exceed 100 at any time.

1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement for LCBC is presented on page 6 in the 2014-2015 school catalog effective May 2014-May 2015.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
 Yes No
- 1.03 Are the objectives devoted substantially to career-related education?
 Yes No
- 1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
 Yes No
(b) The modes of delivery.
 Yes No
(c) The facilities of the campus.
 Yes No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
 Yes No
- 1.06 Is the campus committed to successful implementation of its mission?
 Yes No

CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
 Yes No
- 1.08 If the campus is a branch, does the branch have its own CEP, separate from the main campus IEP?
 Yes No Not Applicable
- 1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
 Yes No
(b) The characteristics of the student population.
 Yes No
(c) The types of data that will be used for assessment.
 Yes No
(d) Specific goals to improve the educational processes.
 Yes No
(e) Expected outcomes of the plans.
 Yes No

- 1.10 Are the following five required elements evaluated in the CEP?
- (a) Student retention.
 Yes No
- (b) Student placement.
 Yes No Not Applicable (new branch only)
- (c) Level of graduate satisfaction.
 Yes No Not Applicable (new branch only)
- (d) Level of employer satisfaction.
 Yes No Not Applicable (new branch only)
- (e) Student learning outcomes.
 Yes No
- 1.11 Define the measurable student learning outcomes used by the campus and how these outcomes are being assessed.
 The following direct/indirect measurable indicators of student learning outcomes are being utilized at LCBC:
- Student engagement measured through the number of qualitative warnings, quantitative warnings, and probationary status determinations per 100 students;
 - pass rates on standardized examinations such as National Certified Professional Food Manager Test conducted by National Environmental Health Association (NEHA);
 - quantitative evaluation of capstone projects and externship projects;
 - quantitative and qualitative assessment of student portfolios;
 - numeric measures of employer satisfaction with the performance of recent LCBC graduates; and
 - trends in grade point distribution in specific courses, and cumulative grade point averages for students.
- 1.12 Are the following identified and described in the CEP?
- (a) The baseline data for each outcome.
 Yes No Not Applicable
- (b) The data used by the campus to assess each outcome.
 Yes No Not Applicable
- (c) How the data was collected.
 Yes No Not Applicable
- (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
 Yes No Not Applicable
- 1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
 Yes No Not Applicable (new branch or initial applicant only)
- 1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?
 Yes No Not Applicable (new branch only)
- 1.15 Describe the specific activities that the campus will undertake to meet these goals.
- (a) A listing of the actions aimed at improving the student retention rates is as follows:
- focusing on student attendance through indicators such as 'last day of attendance' and re-enter and return from 'leave of absence' ;

- investigation of timing and reasons for dropping out of the school, with the objective of identifying effective corrective actions;
- responding to results of student course evaluations and student satisfaction surveys with prompt and meaningful corrective actions, when appropriate;
- enhancement of student engagement through the creation and implementation of more engaging classroom dynamics; and
- creation of opportunities for students to participate in clubs and community service groups/activities in the school.

(b) The actions aimed at improving graduate placement rate are listed below:

- controlling the number of new enrollments in each degree/certificate program in response to variations in the employment market demands;
 - developing and maintaining a network of prospective employers and involving representatives of some employers in the program advisory boards;
 - making well-timed modifications in curriculum to cater to the changing skill needs of the employers of LCBC graduates; and
- preparing graduates for successful pursuit of job opportunities by helping them with resume development and mock job interviews in the office of career services.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes No

(b) That specific activities listed in the plan have been completed.

Yes No

(c) That periodic progress reports have been completed.

Yes No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

Mr. Lamar Farr, market president, is the chair of the CEP committee charged with the responsibility for implementing and monitoring the CEP for the Orlando campus. Mr. Farr was appointed as the Florida market president at LCBC in March 2014. Prior to his employment at LCBC, Mr. Farr was senior and regional vice president at Strayer Education, Inc. from 2007 to 2014. He worked as a senior manager/manager at three different organizations between 2003 and 2007. Mr. Farr earned a bachelor's degree in sociology from Cocker College. He secured an MBA from Baker College Center for Graduate Studies.

The other members of this committee are the:

- director of career services;
- director of procurement;
- director of admissions;
- business operations manager;
- associate registrar; and
- three lead instructors.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes No Not Applicable (new branch or initial applicant only)

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(a) Governance, control, and corporate organization.

Yes No

(b) Names of the trustees, directors, and/or officers.

Yes No

(c) Names of the administrators.

Yes No

2.02 Does the campus:

(a) Adequately train its employees?

Yes No

(b) Provide them with constant and proper supervision?

Yes No

(c) Evaluate their work?

Yes No

2.03 Is the administration of the campus efficient and effective?

Yes No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

Yes No

(b) Know the person to whom they report?

Yes No

(c) Understand the standards by which the success of their work is measured?

Yes No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

Yes No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

Yes No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

Yes No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

Yes No Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?

Mr. Lamar Farr, the Le Cordon Bleu market president for Florida, is responsible or the financial oversight of the

campus. As previously mentioned, Mr. Farr was appointed as the Florida market president at LCBC in March 2014, has a bachelor's degree in sociology, and an MBA.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes No

3.02 Are all staff well trained to carry out administrative functions?

Yes No

3.03 Who is the on-site administrator, and what are this person's qualifications.

Mr. Lamar Farr, the Le Cordon Bleu market president for Florida, is the on-site administrator of the campus. As previously mentioned, Mr. Farr was appointed as the Florida market president at LCBC in March 2014, has a bachelor's degree in sociology, and an MBA.

3.04 Does the campus list degrees of staff members in the catalog?

Yes No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes No Not Applicable (campus does not participate in financial aid)

(b) Admissions.

Yes No

(c) Curriculum.

Yes No

(d) Accreditation and licensure.

Yes No

(e) Guidance.

Yes No

(f) Instructional resources.

Yes No

(g) Supplies and equipment.

Yes No

(h) The school plant.

Yes No

(i) Faculty and staff.

Yes No

(j) Student activities.

Yes No

(k) Student personnel.

Yes No

3.06 Does the campus admit ability-to-benefit students?

Yes No (*Skip to Question 3.11.*)

- 3.11 Do student files contain evidence of graduation from high school or the equivalent?
 Yes No
- 3.12 Are appropriate transcripts maintained for all students?
 Yes No
- 3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
 Yes No
- 3.14 Are student records protected from theft, fire, water damage, or other possible loss?
 Yes No
- 3.15 Does the campus maintain transcripts for all students indefinitely?
 Yes No
- 3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
 Yes No

GENERAL COMMENTS:

The administration personnel at the Orlando campus of LCBC deserve to be commended for operating an impressive educational institution, despite the short tenure of most of the top level administrators at this campus. Interviews with students and faculty confirmed the existence of a positive environment for instructors and students at this campus. The student externship opportunities available for students are diverse and very beneficial for students.

4. RELATIONS WITH STUDENTS**FOR ALL PROGRAMS**

- 4.01 How many student files were reviewed during the evaluation?
 Fifty student files were reviewed for compliance with the criteria and admissions policy. Of the files reviewed 15 were beginning enrollees, 10 were new enrollees, 5 were re-entries, 10 were withdrawn students and 10 were graduates.
- 4.02 Does the campus ensure that its student relations reflect high ethical standards?
 Yes No
- 4.03 Does the campus have appropriate admissions criteria?
 Yes No
- 4.04 Does the campus contract with third parties for admissions and recruiting purposes?
 Yes No

- 4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
 Yes No
- 4.06 Does the admissions policy conform to the campus's mission?
 Yes No
- 4.07 Is the admissions policy publicly stated?
 Yes No
- 4.08 Is the admissions policy administered as written?
 Yes No
- 4.09 Does the campus use an enrollment agreement for each enrolled student that:
- (a) Clearly outlines the financial obligations of both the institution and the student?
 Yes No
- (b) Outlines all program related tuition and fees?
 Yes No
- (c) Has a signature of the student and the appropriate school representative?
 Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-414): Some campus enrollment agreements do not contain the required signature of an appropriate school representative. The following two files did not have signatures from a school representative:

Ms. Cindi Gil: Student ID 11B5791713, Pastry and Baking Diploma, withdrew 11/17/12

Mr. Joshua Spivey: Student ID 09B3244993 Pastry and Baking Associate degree, graduated 8/17/12

Is there evidence that a copy of the agreement has been provided to the student?

Yes No

- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
 Mr. Shawn Wenner is the director of admissions at Le Cordon Bleu-Orlando. He holds an associate's degree in recording arts from Full Sail University and bachelor's and master's degrees in business administration from American InterContinental University. Mr. Wenner served in various admission's positions at the campus from 2005 through 2011. He then spent two years as the director of admissions at Everest University in Orlando, Florida. He returned to the Le Cordon Blue-Orlando campus in July 2013 in his present position.
- 4.11 Describe how the recruiting process for new students is compatible with the educational objectives for the campus?
 An interview with Mr. Wenner, showed a high degree of dedication to ensuring that the recruitment practices at Le Cordon Bleu-Orlando meet the desired educational objectives. The college's educational objectives are best served by the admission of students who are passionate about the culinary industry. The director of admissions ensures the objectives are met through consistent observations of his staff during phone calls and prospective student interviews. Additionally, he provides training to the staff along with training from the corporate office in admission's practices. All of this ensures that institution standards are consistently practiced and will meet the educational objectives of the college.

- 4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
- (a) Courses and programs.
 Yes No
- (b) Services.
 Yes No
- (c) Tuition.
 Yes No
- (d) Terms.
 Yes No
- (e) Operating policies.
 Yes No
- 4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
 Yes No
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?
 Yes No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?
 Yes No
- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
 Yes No Not Applicable (campus does not participate in financial aid)
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
 Yes No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
 Yes No
- 4.19 Is there evidence that the campus properly awards transfer of credit?
 Yes No Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
 Yes No
- 4.21 Has the campus established articulation agreements with other institutions?
 Yes No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)
- 4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?

Yes No

1. FOR ALL PROGRAMS

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

Yes No

If *Yes*, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress policy is published on pages 78-80 of the Le Cordon Bleu College of Culinary Arts 2014-2015 catalog and updated on pages 11-12 of the 2014-2015 catalog addendum.

4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?

(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.

Yes No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

Yes No

(c) Procedures for re-establishing satisfactory academic progress.

Yes No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

Yes No

Incomplete grades.

Yes No

Repeated courses.

Yes No

Non-punitive grades.

Yes No Not Applicable (campus does not offer)

Non-credit or remedial courses.

Yes No Not Applicable (campus does not offer)

A warning status.

Yes No Not Applicable (campus does not use)

A probationary period.

Yes No

An appeal process.

Yes No

An extended-enrollment status.

Yes No Not Applicable (campus does not offer)

The effect when a student changes programs.

Yes No Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes No Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes No

- 4.26 Does the campus apply its SAP standards consistently to all students?
 Yes No
- 4.27 Are students who are not making satisfactory academic progress properly notified?
 Yes No Not Applicable (no students are in violation of SAP)
- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
 Yes No
- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
 Yes No Not Applicable (all programs are less than two years)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed or allowed to continue without being eligible for Federal financial aid?
 Yes No Not Applicable (all programs are less than two years)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
 Yes No
- 4.32 Are students allowed to remain on financial aid while under warning status?
 Yes No Not Applicable (campus does not participate in financial aid)
- If *Yes*, is the student informed of this policy?
 Yes No
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
 Yes No Not Applicable (there are no such students)
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
 Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
 Yes No Not Applicable (campus does not have extended enrollment)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
 Yes No Not Applicable (there is no such student)
- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

Yes No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
Ms. Lauren Novak, associate registrar, with assistance from lead chef instructors Chef Michelle Noble, Chef Kathleen Vossenber, and Chef Andrea Zellen administers satisfactory academic progress (SAP). Ms. Novak has a bachelor's degree in anthropology from the University of Florida and a master's degree in anthropology from the University of Central Florida. She earned her registrar certification from Career Education Corporation in 2011. She has been the associate registrar since September 2011. Prior to assuming her position, she was a teaching assistant at the University of Central Florida and an adjunct instructor at the International Academy of Design and Technology and at Le Cordon Bleu-Orlando.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

Yes No

4.40 Does the campus finance any of the following? (Mark all that apply.)

(a) Scholarships.

(b) Grants.

(c) Loans.

(d) The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?

Yes No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

Yes No

4.43 Are tuition and fees clearly stated in the catalog?

Yes No

If *Yes*, have students confirmed receiving a copy of the catalog?

Yes No Not Applicable

4.44 Do the financial records of students clearly show the following?

(a) Charges.

Yes No

(b) Dates for the posting of tuition.

Yes No

(c) Fees.

Yes No

(d) Other charges.

Yes No

(e) Payments.

Yes No

(f) Dates of payment.

Yes No

(g) The balance after each transaction.

Yes No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes No Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?

Yes No

4.47 Is the refund policy fair, equitable, and applicable to all students?

Yes No

4.48 Is the campus following its stated refund policy?

Yes No

4.49 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 4.57*)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Judy Goldfarb is the business operations manager and is responsible for administering student financial aid. Ms. Goldfarb holds a bachelor's degree in interior design from Chamberlain School of Interior Design. She has been in her present position at the campus since June 2014. Previous experience includes five year's experience in financial aid and academic affairs at Strayer University and two years as a financial aid consultant. She is a member of the National Association of Student Financial Aid Administrators (NASFAA) and the Florida State Association of Financial Aid Administrators (SASFAA).

4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?

Yes No

4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?

Yes No

4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?

Yes No

4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).

The financial aid office keeps current with regulations and policies through information gained from the NASFAA daily news letter, which is forwarded to all team members, attendance at conferences, information from the corporate office and online classes offered by corporate and the national and state organizations. Recently the office started a four week course on student eligibility as a refresher of the financial aid process. Additionally, Ms. Judy Goldfarb, business operations manager, is a member of both the NASFAA and SASFAA. Documentation for these memberships was found in Ms Goldfarb's personnel record.

- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
 Yes No
- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
 Yes No
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
 Yes No (*Skip to question 4.58.*)
- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
 Student services provided by Le Cordon Bleu-Orlando include an orientation for all new students, tutoring for students experiencing academic problems, placement services both long term and while in school, scheduled field trips and guest speakers, transportation assistance, disabilities, and housing needs. The campus does not conduct personal counseling, but will help refer students to various organization in the local community for assistance.
- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
 Yes No Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
 Ms. Natalie Schaible is the director of career services. She holds an associate's degree in science from Jamestown Community College, a bachelor's degree in nutrition and foods from Cornell University, and a master's in business-marketing from Virginia Polytechnic Institute. She assumed her present position in February 2011. Prior to that she spent two years and as an instructor and general education department chair for Le Cordon Bleu-Orlando. She additionally has eight years experience in the restaurant industry.
- 4.61 Does the campus offer employment assistance to all students?
 Yes No Not Applicable (campus enrolls only international students on a student visa)
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
 Yes No

If Yes, explain:

Students are referred to the chefs.edu website which contains data for all culinary schools. Prospective students can pull Le Cordon Bleu data by campus on this site. Data is based on the information in the latest campus accountability report (CAR).

If Yes, does the campus maintain the required data on its graduates and non-graduates?

Yes No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 984

The ending enrollment reported on the previous year's CAR is 984

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

Yes No Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?

Yes No Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

Le Cordon Bleu conducts an active program to ensure its students are fully aware of the payback obligation of their loans. Each student is provided in English and Spanish informational brochure that outline the loan process. The campus emphasizes "responsible borrowing" which encourages students to only borrow what they need for school. This process ensures that students fully understand what and why they are borrowing and the obligations they incur to repay the loan. Students are first briefed at orientation on financial aid responsibility. Then at "touch points" throughout their program, students review their financial aid and are reminded again of repayment obligations. Before students begin externships, near the end of their program, they are met with individually and the loan obligation is reviewed once again. Finally, students must complete the required online federal review of their payback requirements during an exit interview where their loan servicing is established. After the student leaves the campus they have access to a dedicated help team which provides ongoing support.

4.67 Describe the extracurricular educational activities of the campus (if applicable).

Le Cordon Bleu-Orlando's goal is to offer extracurricular activities for students that will enhance both their education and career opportunities. Various activities throughout the year are coordinated by career services or academic departments. These include visits by guest chefs, American Culinary Federation local chapter functions, involvement with the Ronald McDonald House, outreach to local employer functions, volunteering at the First Baptist Church, and "Meet the Industry" events at the campus. Active student clubs are Sprouts, Veterans' Club, Student Advisory Committee, the Blue Toque Society and the Tournants which sponsors a competition team.

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's

qualifications?

Mr. Lamar Farr, the Le Cordon Bleu market president for Florida, is the on-site administrator of the campus. As previously mentioned, Mr. Farr was appointed as the Florida market president at LCBC in March 2014, has a bachelor's degree in sociology, and an MBA.

At the time of visit, the following lead instructors were identified as assisting Mr. Farr with the administration of educational activities; Chef Kathleen Vossenber, Chef Michelle Noble, and Chef Andrea Zelen. The team was informed by the Mr. Farr that the campus is in the process of selecting and appointing one of the three lead instructors to the permanent position of director of education by the end of October 2014.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

Program administrators use the academic governance policy as a tool to provide authority and responsibility for development and administration of the programs of study. The campus provided the team with evidence that each faculty member has received and acknowledged the policy as well as their job duties.

There were provisions in place to support the efficiency and effectiveness of the overall administration of the branch. The integrity of the branch is manifested by the professional competence, experience, personal responsibility, and ethical practices demonstrated by the administration and faculty.

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?

(a) Development of the educational program.

Yes No

(b) Selection of course materials, instructional equipment and other educational resources.

Yes No

(c) Systematic evaluation and revision of the curriculum.

Yes No

(d) Assessment of student learning outcomes.

Yes No

(e) Planning for institutional effectiveness.

Yes No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

Yes No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

Yes No (*Skip to question 5.10*)

FOR NEW GRANTS ONLY

5.10 Does the campus have any programs with current specialized or programmatic accreditation?

Yes No (*Skip to question 5.14*)

5.11 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas?

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 in length)?

Yes No

(b) Student placement rate of 70 percent?

Yes No

5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable

How many calls to employers or graduates were attempted?

Diploma program in Culinary Arts: 40

Academic Associate's degree in Culinary Arts: 8

Academic Associate's degree in Patisserie and Baking: 5

How many calls to employers or graduates were successful?

Diploma program in Culinary Arts: 28

Academic Associate's degree in Culinary Arts: 6

Academic Associate's degree in Patisserie and Baking: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All calls that were made confirmed the employment of the graduates as reported on the CAR.

5.13 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes No Not Applicable

FOR ALL CAMPUSES

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?

Yes No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes No

5.16 What provisions are made for individual differences among students in the learning environment?

The campus ensures that its relations with students reflect the highest ethical standards and conform to all applicable laws and regulations. The campus demonstrates respect for all students by treating students fairly and meeting the individual needs of each student. There is evidence of program development and student services that are consistent with the stated mission. There is also evidence of educational program support that reflects the concern for the welfare and success of students.

Classroom observations by the team revealed that instructors' lessons plans target various learning styles. There was effective use of visual aids, hands-on demonstration, overhead projectors, computer presentations, handouts, and charts to fully engage students. The branch has also created an accessible classroom environment and the classroom furniture arrangements were appropriate for all students.

- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
 Faculty is encouraged to evaluate, revise, and make changes to the curriculum through participating in Le Cordon Bleu curriculum committees. Instructors make suggestions to their lead instructor, who in turn, takes the suggestions to the branch curriculum committee. Ideas then flow up to the director of education. From this level, approved ideas are forwarded to the market president for ultimate approval or disapproval.
- 5.18 Does the faculty participate in this process?
 Yes No
- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?
 Yes No
- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
 Yes No Not Applicable (campus does not award such credit)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
 Yes No
- 5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.23*)
 (a) Facilities.
 Yes No
 (b) Instructional equipment.
 Yes No
 (c) Resources.
 Yes No
 (d) Personnel.
 Yes No
- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
 Yes No

- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
 Yes No
- 5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
 Yes No
- 5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
 Yes No
- 5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
 Yes No Not Applicable (no faculty members hold foreign credentials)
- 5.28 Is there documented evidence of a systematic program of in-service training at the campus?
 Yes No
- 5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
 Yes No

If *No* for missing plans, insert the section number in parentheses, list faculty names, and explain:
(Section 3-1-543) Professional growth activities for some faculty members are incomplete.

The faculty file for one core course instructor, Mr. Luis Manzo, hired April 8, 2013, shows a potential activity for the 2014 school year listed for December of 2014 (begin process of ACF certification) but has no completed activities between September 2013 and the time of the visit.

Faculty development plans for all general education instructors were lacking completed professional growth activities and faculty development plans. The campus uses a form called the "individual development plan" to track professional growth activities. In most cases, the campus included activities that are not acceptable as professional growth, including online pedagogy courses through Center for Excellent Education, student tutoring, and co-teaching. Most files did include a print-out of information for a massively online open course (MOOC) related to the field of study, but no additional documentation that the course had been completed. The campus acknowledged that this area was lacking and developed a plan to address it, which includes the following actions steps: require enrollment into a MOOC in the area of teaching discipline, provide a disciplinary reading plan, and update all plans to include these and any other appropriate activities that enhance the area of teaching specialization. The campus also plans to conduct an in-service session on how to develop the professional growth plans and activities for the 2015 year. At the time of the visit, the activities has been developed for each faculty, but the faculty development plans had not been updated and no activities had been completed. Files for the following instructors remained out of compliance:

- Ms. Stephanie Abed-English

- Ms. Emily Androccio-introduction to psychology
- Ms. Samantha Eady-verbal communications
- Ms. Hanna Kruczek-college mathematics
- Mr. Richard Plate-environmental science
- Ms. Kathryn Restifo-introduction to psychology
- Ms. Cherri Sookdeo-environmental science
- Ms. Cathy Wawrzaszek- college math

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?

Yes No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes No

GENERAL COMMENTS:

The branch's educational programs and activities are consistent with the stated mission and adequately achieve and produce measurable results for student success and outcomes. The program curricula have both quantitative and qualitative standards and are designed to assist students in the application of relevant skills in the workplace. The instructional procedures, materials, and technology are appropriate to the purposes, curriculums, and standards of the campus' academic offerings.

COMMENDATIONS:

Faculty members shows a clear understanding and responsibility that support campus policies, and are willing to participate in the administration of and implementation of policies pertaining to educational activities and student success. Instructors are devoted to quality teaching and have incorporated sophisticated teaching concepts in the classroom. It is evident that the branch's instructional approach is student-centered. Course assessment and strategies are effective, assignments are being assessed in accordance to the syllabi, and there were clear scoring rules for every assignment.

6. EDUCATIONAL FACILITIES

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The Orlando campus of LCBC is housed in two adjacent buildings located at 8511 Commodity Circle, Orlando, Florida. These modern buildings have a combined floor area of 82,750 square feet. The facility has 10 well equipped class rooms and 14 kitchens/laboratories. Additionally, there are spacious faculty and student lounges, a library with numerous work stations, another room for academic group activities of students, a large cafeteria, and offices for all functional departments in the school. There are ample parking spaces in the vicinity of the school buildings. The nearest bus stop for local transportation is about 200 yards from the campus at the intersection of Commodity Circle and John Young Parkway.

- 6.02 Does the campus utilize any additional space locations?
 Yes No
- 6.03 Does the campus utilize learning sites?
 Yes No
- 6.04 Are all facilities (including additional space and learning sites) appropriate for the size of the student population and the programs offered?
 Yes No
- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning sites)?
- (a) Equipment
 Yes No
- (b) Instructional tools
 Yes No
- (c) Machinery
 Yes No
- 6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
 Yes No Not Applicable

GENERAL COMMENTS:

The LCBC campus facilities in Orlando are impressive. In addition to satisfying all the instructional requirements of a large student population in two academic areas, the spacious campus buildings provide a student friendly setting in which there is a spacious well-furnished student lounge, and a cafeteria which can accommodate a large number of clients. The campus facilities are very well maintained.

7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The Le Cordon Bleu College of Culinary Arts 2014-2015 catalog and catalog addendum were used for the evaluation. The catalog is effective May 2014-May 2015.

7.02 Does the self-study or branch application part II accurately portray the campus?

Yes No

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?

Yes No

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

Yes No

(b) An indication of the year or years for which the catalog is effective on the front page or cover page.

Yes No

(c) The names and titles of the administrators.

Yes No

(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.

Yes No

(e) A statement of accreditation

Yes No Not Applicable (initial applicant)

(f) A mission statement.

Yes No

(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.

Yes No

(h) An academic calendar.

Yes No

(i) A full disclosure of the admission requirements.

Yes No

(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

Yes No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

Yes No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

Yes No

(m) A definition of the unit of credit.

Yes No Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

Yes No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes No

(p) The transfer of credit policy.

Yes No

(q) A statement of the tuition, fees, and any other charges.

Yes No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

Yes No Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

Yes No

(t) A statement describing the student services offered.

Yes No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes No Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

Yes No

If *Yes*, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

Yes No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

Yes No Not Applicable

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

Yes No Not Applicable

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

Yes No Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

Yes No (*Skip to Question 7.07.*)

7.07 Does the catalog contain an addendum/supplement?

Yes No (*Skip to Question 7.08.*)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

Yes No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes No

7.08 Is the catalog available online?

Yes No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes No

7.09 Does the campus utilize a multiple-school catalog?

Yes No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?

Yes No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

Yes No

7.12 Where does the campus advertise (publications, online, etc.)?

The team reviewed campus advertisements through print publications, their website, radio and television ads.

Are all print and electronic advertisements under acceptable headings?

Yes No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes No (*Skip to Question 7.14.*)

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?

Yes No

- 7.14 Does the campus utilize services funded by third parties?
 Yes No (*Skip to Question 7.15.*)
- 7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
 Yes No
- 7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?
 Yes No Not Applicable (campus does not participate in financial aid)
- 7.17 What institutional performance information does the campus routinely provide to the public?
 The campus publishes on-time completion rates, graduation rates and placement rates. Placement rates are available for the campus and program levels.

Where is this information published and how frequently is this information being updated?

The information is available on the website at www.chefs.edu/disclosures. It is updated annually with information from each CAR report.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY FOR ALL PROGRAMS

- 8.01 Does the campus develop an adequate base of library resources?
 Yes No
- 8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
 Yes No
- 8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
 Yes No
- 8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?
 Yes No
- 8.05 Describe how the campus develops continuous assessment strategies for resources and information services?
 The branch has dedicated appropriate resources to continuously assess the library services and holdings. Ms. Shelly Smith, Mr. Christopher Claire, and student Julie Daniels are the branch's designated personnel who are trained to assist students. In addition, they communicate with faculty and students to obtain resource recommendations, and optimize the branch's budget to provide a variety of instructional benefits for both instructors and students.

Are these methods appropriate?

Yes No

8.06 Is the library staff adequately trained to support the library?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes No

8.08 What is the amount of the current year's library budget excluding personnel allocations?

The current year's library budget is \$6,000.00.

8.09 What portion of the current year's library budget has been spent?

To date, 49% (\$2,981) of the total budget has been spent.

How has the money been allocated?

The library budget is allocated for online services, reference books, media, and periodicals.

8.10 Is there evidence that the faculty have major involvement in the selection of library resources?

Yes No

8.11 Are the library hours adequate to accommodate the needs of all students?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

Library assignments are required components of several courses in the various academic associate's programs. In addition, some faculty have asked the branch's library assistants to make presentations in their classes or in the library to focus on the importance of the library in an academic environment.

Are these methods appropriate?

Yes No

8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes No

8.14 Are records of physical and/or online resources and circulation accurate and up to date?

Yes No

8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?

Yes No Not Applicable (no interlibrary agreements)

8.16 Describe any full-text online collections available to students.

The Le Cordon Bleu online database system includes: Ebsco, Credo, Culinary Art Collection, Gale, Proquest, Hoover's Pro, and Hospitality and Tourism Complete.

8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?

Yes No

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

Ms. Luara Rice is the regional librarian for Le Cordon Bleu. Ms. Rice has been in her current position since February 2013. Ms. Rice holds a master's degree in library science from Dominican University in River Forest, Illinois, a master's degree in industrial relations and bachelor's degree in psychology from Loyola University. Prior to her current position, Ms. Rice was an online librarian, reference librarian, teacher's aide, and a technology coordinator for 13 years.

Instructors Ms. Shelly Smith and Mr. Christopher Claire, and student Ms. Julie Daniels are the branch's designated personnel who are trained to assist students. Documentation was on file for each of these individuals to demonstrate completion of library training. The library hours are from 6:30 am to 10:00 pm Monday through Friday.

-Ms. Shelly Smith's hours are from 7:15 am to 9:00 am; Monday through Friday.

-Mr. Christopher Claire's hours are from 3:00pm to 6:00PM; Monday through Friday.

-Ms. Julie Daniels's (student) hours are from 8:00 am to 9:00 am and from 2:00 pm to 9:00 pm; Monday through Friday.

The team was advised by the branch's administration that Ms. Smith and Mr. Claire share responsibility to assist student with accessing library resources between the hours of 9:00 am to 2:00pm; Monday through Friday.

Does this individual:

(a) Supervise and manage the library and instructional resources?

Yes No

(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?

Yes No

(c) Assist students in the use of instructional resources?

Yes No

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes No

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?

Yes No Not Applicable (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

Yes No

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

Yes No

8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?

Yes No

FOR NONDEGREE PROGRAMS ONLY

8.25 Are appropriate reference materials and periodicals available for all programs offered?

Yes No

8.26 Are the instructional resources organized for easy access, usage, and preservation?

Yes No

8.27 Is there a current inventory of instructional resources?

Yes No

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?

Yes No

GENERAL COMMENTS:

The library has a good collaboration with faculty as well as other academic related assistance. It is evident that faculty have assigned students academic research projects to further enhance their educational learning and the learning commons has served and helped students in locating the appropriate resources.

COMMENDATIONS:

The team wishes to acknowledge the good work of Ms. Shelly Smith, Ms. Christopher Claire and student Ms. Julie Daniels. They have done an excellent job of maintaining a wonderful learning environment in the physical library. It is attractive, welcoming, and well organized. The branch's library has relevant resources in place for students. The library has demonstrated that it has the assets to assist students with library resources.

SUMMARY

The campus is not in compliance with the *Accreditation Criteria* in the following areas:

Number	Citation	Summary Statement
1	3-1-414	Some student enrollment agreements do not contain the required signature of an appropriate school representative (page 10).
2	3-1-543	Some faculty do not have complete faculty development plans (page 22).

RECOMMENDATION

Any recommendations provided in this report are not included in the report seen by the Council:

- It is recommended that the campus consider posting signage in the women's restroom in the main building that states that students and employees must wash their hands before leaving the bathroom, much like what many students will expect to see in the real world, to remind students of consistency in food safety.

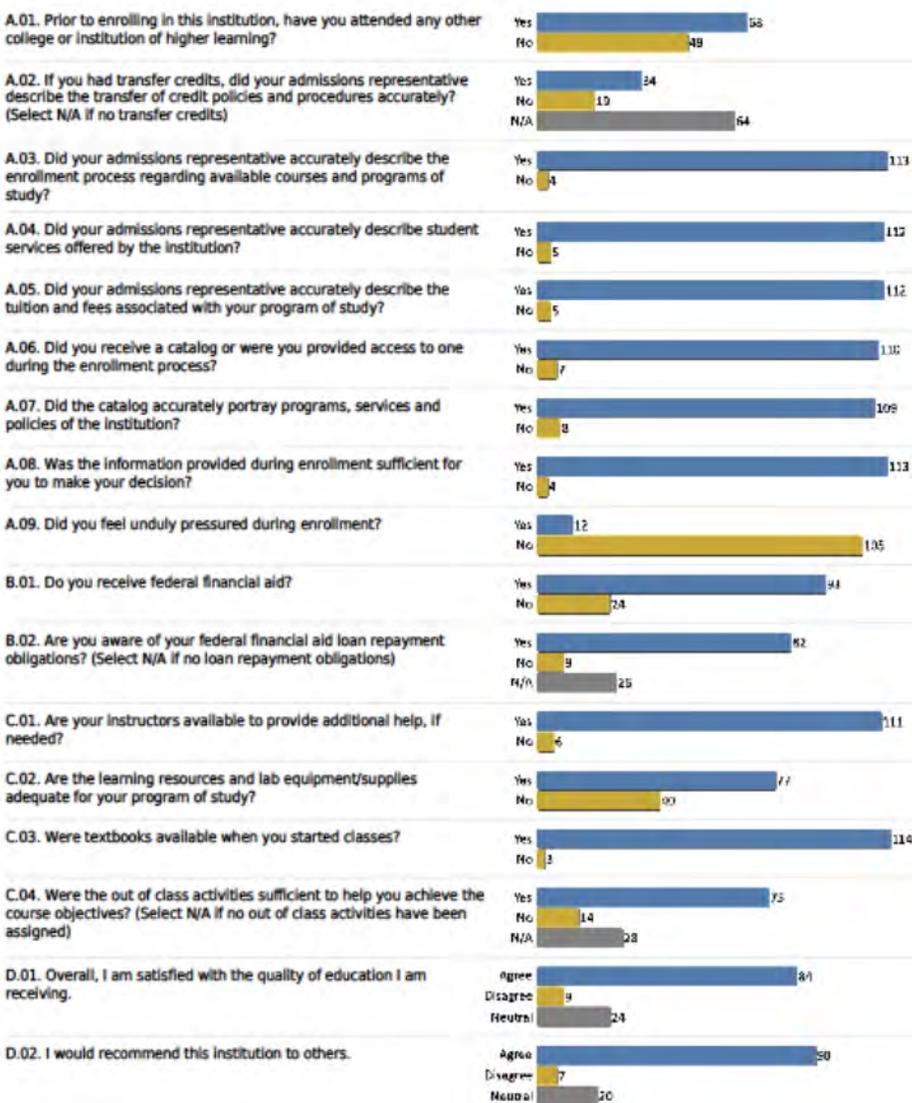
Survey Report

Generated: September 16, 2014

ACICS ID: 00019776

Surveys Between:

September 16, 2014 and September 16, 2014





QUALITY ASSURANCE MONITORING: HIGHER CREDENTIAL REPORT

ACADEMIC ASSOCIATE’S DEGREE IN LE CORDON BLEU PATISSERIE AND BAKING

LE CORDON BLEU COLLEGE OF CULINARY ARTS

7898 Veterans Memorial Parkway

St. Peters, MO 63376

ACICS ID Code: 00024557

Mr. John Fogarty, Campus President (jfogarty@StLouis.Chefs.edu)
(ACICSINFO@stlouis.chefs.edu)

MAIN

Le Cordon Bleu College of Culinary Arts

Austin, TX

ACICS ID Code: 00021352

June 15, 2015

Date Program Began:	May 2014
Current Total Enrollment:	133
Current CAR Program Retention:	N/A

Mr. William Roy	Specialist	International Culinary School at the Art Institute	Indianapolis, IN
Ms. Terrasia Harris	Staff Representative	ACICS	Washington, DC

REPORT QUESTIONS

MISSION

C.01 Is the mission statement appropriate for the type of new credential offered?

Yes No

RELATIONS WITH STUDENTS

C.02 Does the campus have appropriate admissions criteria for the program(s)?

Yes No

The program is not enrolling any new students due to the program being taught out and the anticipated closure of the campus in 2016.

C.03 Does the admissions policy conform to the campus's mission?

Yes No

C.04 Is the admissions policy administered as written?

Yes No

C.05 Are there any admissions requirements unique to the program?

Yes No

C.06 Are the campus's recruitment methods appropriate and in compliance with Council standards?

Yes No

The school is no longer recruiting any new students due to the program being taught out.

C.07 Does the institution offer employment assistance to all students?

Yes No
 Not Applicable (campus enrolls only international students on a student visa)

C.08 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report?

Yes No
 Not Applicable (there have been no graduates)

C.09 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes No
 Not Applicable

EDUCATIONAL ACTIVITIES FOR ALL PROGRAMS

- C.13 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to Question C.15*)
- C.15 Who is assigned to administer all academic programs, and what are this person's qualifications?
 Ms. Maria (Vicki) Davenport, director of education, is assigned to administer all academic programs. Ms. Davenport hold a master's degree in education from American Intercontinental University, an MBA from Lindenwood College, and a bachelor's degree in corporate and industrial communications from Lindenwood College. She also has four years working in the culinary industry and two years experience as a culinary instructor.
- C.16 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- C.17 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?
 Ms. Maria (Vicki) Davenport, director of education, is assigned to administer the new credential. As previously stated, Ms. Davenport hold a master's degree in education from American Intercontinental University, an MBA from Lindenwood College, and a bachelor's degree in corporate and industrial communications from Lindenwood College. She has four years working in the culinary industry and two years experience as a culinary instructor.
- C.18 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- C.19 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the new credential?
 Yes No
- C.20 Are the time and resources devoted to the administration of the new credential sufficient?
 Yes No
- C.21 Is the program consistent with the campus' mission and the needs of its students?
 Yes No
- C.22 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?
 Yes No
- C.23 List the community resources and describe how they are utilized to enrich the program.
 The campus utilizes different ways to help students be active in the community by working at events like the fall festival, participating in cooking competitions, and the like. They also facilitate guest speakers from the culinary and pastry industry in classes to give students a better understanding of what is expected of them

when they go to work. They use an advisory board made up of local professionals that provide them with feedback on the of skills that are in demand and to make sure the curriculum meets those needs.

- C.24 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
 Yes No
- C.25 Does the catalog accurately describe the program and its objectives?
 Yes No
- C.26 If the program includes an externship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the exnternship site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No
 Not Applicable (these elements are not part of the program or no student is at the point of needing them)
- C.27 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?
 Yes No
 Not Applicable (no courses are offered via independent study)
- C.28 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- C.29 Are the courses available when needed by the student in the normal pursuit of the program(s) of study?
 Yes No
- C.30 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
 Yes No
- C.31 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

C.32 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

C.33 Is credit appropriately converted in relation to total student contact hours in each class?

Yes No

C.34 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes No

C.35 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes No

C.36 Are the following appropriate to adequately support the new program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Support for modes of instructional delivery.

Yes No

(e) Personnel.

Yes No

C.37 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

Yes No

C.38 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes No

C.39 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

- (b) Well-defined instructional objectives.
 Yes No
- (c) The selection and use of appropriate and current learning materials.
 Yes No
- (d) Appropriate modes of instructional delivery.
 Yes No
- (e) The use of appropriate assessment strategies.
 Yes No
- (f) The use of appropriate experiences.
 Yes No
- C.40 Are official transcripts for all credentials on file for all instructors in the program?
 Yes No
- C.41 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credential to credentials awarded by institutions in the United States?
 Yes No
 Not Applicable (no faculty members hold foreign credentials)
- C.42 Is there documented evidence of a systematic program of in-service training at the campus?
 Yes No
- C.43 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?
 Yes No
- C.44 Is there evidence that full-time and part-time instructors in the program(s) participate in regularly scheduled faculty meetings?
 Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

- C.45 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- C.46 Are all faculty in the program assigned to teach in no more than three fields of instruction, with no more than five preparations?
 Yes No
- C.47 Is the size of the faculty appropriate?
 Yes No

- C.48 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
 Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

- C.49 Are teaching loads reasonable?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- C.60 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?
 Yes No
- C.61 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?
 Yes No
- C.62 Are all general education courses appropriate for the program and do they meet Council standards?
 Yes No
- C.63 Are the courses that satisfy the concentration and general education requirements identified in the catalog?
 Yes No
- C.64 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- C.65 Is there evidence that curricular offerings require the appropriate use of library resources?
 Yes No
- C.66 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No
 Not Applicable (no students in the second year)
- C.67 Are at least one-half of all subjects that are part of the associate's degree taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
 Yes No

PUBLICATIONS

- C.105 Do the catalog and other publications accurately describe the new program?

Yes No

C.106 Is the course-numbering system adequately explained in the catalog?

Yes No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREES ONLY

C.108 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes No

C.109 What is the amount of the current year's library budget?

The amount of the current year's budget is \$638,638.

C.110 What portion of the current year's library budget has been spent and how has the money been allocated?

There is an overall corporate library budget for the electronic library that includes all campuses. There is no a campus budget due to the programs being in teach out and the anticipated closure of the campus in 2016.

C.111 Does the new program require appropriate use of library resources?

Yes No

C.112 Is there evidence that the faculty have involvement in the selection of library resources?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY

C.113 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes No

C.114 Are records of physical and/or online resources and circulation accurate and up to date?

Yes No

C.115 Are the library holdings for this (or these) program(s), including full-text online collections, up to date and adequate for the new program?

Yes No

C.116 Describe any full-text online collections available to students:

The campus uses the following online resources: Culinary Arts-Infotrac, First Research, Food Science Source, Hospitality and Tourism Complete, Oxford Reference: Encyclopedia of Food and Drink in America, Culinary Arts-Infotrac, Food Science Source, and Hospitality and Tourism Complete.

C.117 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

- Yes No
 Not Applicable (program does not include general education courses)

C.118 Are the hours the library is open adequate to accommodate the needs of all students?

- Yes No

C.119 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

- Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

C.120 Is there a professionally trained individual on staff who supervises and manages the library and instructional resources, facilitate their integration into all phases of the campus' curricular and educational offerings, and assist students in their use?

- Yes No

C.121 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite?

Ms. Laura Rice is the regional libraria. She holds a master's degree in library science and information systems. She trains the workers in the library so that the students needs can be met. Ms. Rice answers all the students email questions and there are additinal online librarians that students can chat with if they encounter issues. The library is staffed from Monday through Thursday 9 a.m. to 7p.m. and Friday 9 a.m to 5 p.m.

C.122 Is documentation on file to evidence the librarian participates in professional growth activities?

- Yes No

C.123 Does the library make available appropriate reference, research, and information resources to provide basic support for this (or these) program(s)?

- Yes No

SUMMARY

Based on the team's review, there are no areas requiring additional information.

REPORT QUESTIONS

MISSION

C.01 Is the mission statement appropriate for the type of new credential offered?

- Yes No

RELATIONS WITH STUDENTS

C.02 Does the campus have appropriate admissions criteria for the program(s)?

- Yes No

The program is not enrolling any new students due to the program being taught out and the anticipated closure of the campus in 2016.

C.03 Does the admissions policy conform to the campus's mission?

- Yes No

C.04 Is the admissions policy administered as written?

- Yes No

C.05 Are there any admissions requirements unique to the program?

- Yes No

C.06 Are the campus's recruitment methods appropriate and in compliance with Council standards?

- Yes No

The school is no longer recruiting any new students due to the program being taught out.

C.07 Does the institution offer employment assistance to all students?

- Yes No
 Not Applicable (campus enrolls only international students on a student visa)

C.08 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report?

- Yes No
 Not Applicable (there have been no graduates)

C.09 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

- Yes No
 Not Applicable

EDUCATIONAL ACTIVITIES FOR ALL PROGRAMS

- C.13 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to Question C.15*)
- C.15 Who is assigned to administer all academic programs, and what are this person's qualifications?
 Ms. Maria (Vicki) Davenport, director of education, is assigned to administer all academic programs. Ms. Davenport hold a master's degree in education from American Intercontinental University, an MBA from Lindenwood College, and a bachelor's degree in corporate and industrial communications from Lindenwood College. She also has four years working in the culinary industry and two years experience as a culinary instructor.
- C.16 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- C.17 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?
 Ms. Maria (Vicki) Davenport, director of education, is assigned to administer the new credential. As previously stated, Ms. Davenport hold a master's degree in education from American Intercontinental University, an MBA from Lindenwood College, and a bachelor's degree in corporate and industrial communications from Lindenwood College. She also received 28 credits of coursework in culinary arts, has four years working in the culinary industry and two years experience as a culinary instructor.
- C.18 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- C.19 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the new credential?
 Yes No
- C.20 Are the time and resources devoted to the administration of the new credential sufficient?
 Yes No
- C.21 Is the program consistent with the campus' mission and the needs of its students?
 Yes No
- C.22 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?
 Yes No
- C.23 List the community resources and describe how they are utilized to enrich the program.
 The campus utilizes different ways to help students be active in the community by working at events like the fall festival, participating in cooking competitions, and the like. They also facilitate guest speakers from the culinary and pastry industry in classes to give students a better understanding of what is expected of them

when they go to work. They use an advisory board made up of local professionals that provide them with feedback on the of skills that are in demand and to make sure the curriculum meets those needs.

- C.24 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
 Yes No
- C.25 Does the catalog accurately describe the program and its objectives?
 Yes No
- C.26 If the program includes an externship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the exnternship site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No
 Not Applicable (these elements are not part of the program or no student is at the point of needing them)
- C.27 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?
 Yes No
 Not Applicable (no courses are offered via independent study)
- C.28 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- C.29 Are the courses available when needed by the student in the normal pursuit of the program(s) of study?
 Yes No
- C.30 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
 Yes No
- C.31 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

C.32 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

C.33 Is credit appropriately converted in relation to total student contact hours in each class?

Yes No

C.34 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes No

C.35 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes No

C.36 Are the following appropriate to adequately support the new program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Support for modes of instructional delivery.

Yes No

(e) Personnel.

Yes No

C.37 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

Yes No

C.38 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes No

C.39 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

C.40 Are official transcripts for all credentials on file for all instructors in the program?

Yes No

C.41 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credential to credentials awarded by institutions in the United States?

Yes No

Not Applicable (no faculty members hold foreign credentials)

C.42 Is there documented evidence of a systematic program of in-service training at the campus?

Yes No

C.43 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?

Yes No

C.44 Is there evidence that full-time and part-time instructors in the program(s) participate in regularly scheduled faculty meetings?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

C.45 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

C.46 Are all faculty in the program assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes No

C.47 Is the size of the faculty appropriate?

Yes No

- C.48 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
 Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

- C.49 Are teaching loads reasonable?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- C.60 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?
 Yes No
- C.61 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?
 Yes No
- C.62 Are all general education courses appropriate for the program and do they meet Council standards?
 Yes No
- C.63 Are the courses that satisfy the concentration and general education requirements identified in the catalog?
 Yes No
- C.64 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- C.65 Is there evidence that curricular offerings require the appropriate use of library resources?
 Yes No
- C.66 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No
 Not Applicable (no students in the second year)
- C.67 Are at least one-half of all subjects that are part of the associate's degree taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
 Yes No

PUBLICATIONS

- C.105 Do the catalog and other publications accurately describe the new program?

Yes No

C.106 Is the course-numbering system adequately explained in the catalog?

Yes No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREES ONLY

C.108 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes No

C.109 What is the amount of the current year's library budget?

The amount of the current year's budget is \$638,638.

C.110 What portion of the current year's library budget has been spent and how has the money been allocated?

There is an overall corporate library budget for the electronic library that includes all campuses. There is no a campus budget due to the programs being in teach out and the anticipated closure of the campus in 2016.

C.111 Does the new program require appropriate use of library resources?

Yes No

C.112 Is there evidence that the faculty have involvement in the selection of library resources?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY

C.113 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes No

C.114 Are records of physical and/or online resources and circulation accurate and up to date?

Yes No

C.115 Are the library holdings for this (or these) program(s), including full-text online collections, up to date and adequate for the new program?

Yes No

C.116 Describe any full-text online collections available to students:

The campus uses the following online resources: Culinary Arts-Infotrac, First Research, Food Science Source, Hospitality and Tourism Complete, Oxford Reference: Encyclopedia of Food and Drink in America, Culinary Arts-Infotrac, Food Science Source, and Hospitality and Tourism Complete.

C.117 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

- Yes No
 Not Applicable (program does not include general education courses)

C.118 Are the hours the library is open adequate to accommodate the needs of all students?

- Yes No

C.119 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

- Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

C.120 Is there a professionally trained individual on staff who supervises and manages the library and instructional resources, facilitate their integration into all phases of the campus' curricular and educational offerings, and assist students in their use?

- Yes No

C.121 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite?

Ms. Laura Rice is the regional libraria. She holds a master's degree in library science and information systems. She trains the workers in the library so that the students needs can be met. Ms. Rice answers all the students email questions and there are additinal online librarians that students can chat with if they encounter issues. The library is staffed from Monday through Thursday 9 a.m. to 7p.m. and Friday 9 a.m to 5 p.m.

C.122 Is documentation on file to evidence the librarian participates in professional growth activities?

- Yes No

C.123 Does the library make available appropriate reference, research, and information resources to provide basic support for this (or these) program(s)?

- Yes No

SUMMARY

Based on the team's review, there are no areas requiring additional information.



**QUALITY ASSURANCE MONITORING: READINESS REPORT
ACADEMIC ASSOCIATE'S DEGREE IN LE CORDON BLEU PATISSERIE AND BAKING**

LE CORDON BLEU COLLEGE OF CULINARY ARTS

2450 Del Paso Road, Suite 150

Sacramento, CA 90028

ACICS ID Code: 00023522

Ms. Kimberly Velasquez Market President (KVelasquez@sacramento.chefs.edu)
ACICSINFO@sacramento.chefs.edu

MAIN

Le Cordon Bleu College of Culinary Arts

Austin, Texas

ACICS ID Code: 00021352

June 18, 2014

Projected Enrollment in the New Program During Its First Year of Operation: 8

Chef William Roy	Patisserie and Baking Specialist	International Culinary School at the Art Institute at the Art Institute	Indianapolis, IN
Ms. Chinita Obi	ACICS Coordinator	ACICS	Washington, DC

REPORT QUESTIONS

MISSION

- R.01 Is the mission statement appropriate for the type of new credential offered?
 Yes No

RELATIONS WITH STUDENTS

- R.02 Does the campus have appropriate admissions criteria for this program?
 Yes No
- R.03 Are there any admissions requirements unique to this program?
 Yes No

EDUCATIONAL ACTIVITIES

- R.04 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to Question R.06.*)
- R.06 Who is assigned to administer all academic programs, and what are this person's qualifications?
Chef Richard Jensen, director of education is assigned to administer all academic program. Chef Jensen has an associate's degree in culinary arts from the California Culinary Academy. He is a Certified Professional Food Manager and a current member of the American Culinary Foundation. Chef Jensen has been teaching since 2010 and was hired as Executive Chef in 2012. He has over 10 years in culinary arts, management, and instruction.
- R.07 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- R.08 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?
Chef Richard Jensen, director of education is assigned to administer the new program. Chef Jensen has an associate's degree in culinary arts from the California Culinary Academy. He is a Certified Professional Food Manager and a current member of the American Culinary Foundation. Chef Jensen has been teaching since 2010 and was hired as Executive Chef in 2012. He has over 10 years in culinary arts, management, and instruction.
- R.09 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- R.10 Does the program administrator have sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No

- R.11 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- R.12 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?
 Yes No
- R.13 Are appropriate provisions made in the new program for individual differences among students?
 Yes No
- R.14 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to the academic credential?
 Yes No
- R.15 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- R.16 Are course prerequisites appropriate?
 Yes No
- R.17 Is an appropriately detailed syllabus on file for each course in the program?
 Yes No
- R.18 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No
 Not Applicable (these elements are not part of the program or no student is at that point in the program)
- R.19 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?
 Yes No
 Not Applicable (no courses are offered via independent study)
- R.20 Is credit appropriately converted in relation to total student contact hours in each class?
 Yes No
- R.21 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
 Yes No
- R.22 Are official transcripts for all credentials held on file for all instructors in the program?
 Yes No

R.23 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States?

- Yes No
 Not Applicable (no faculty hold foreign transcripts)

R.24 What is the campus' plan to continue to provide qualified faculty to teach in the new program?

In interviews with the president and director of education, the team found that the campus will, going forward, require faculty to have a bachelor's degree and have certification or affiliation with the American Culinary Foundation. Understanding that the academic associate's degree level requires higher qualifications, the campus is encouraging current faculty who do not have bachelor's degrees, but are qualified based on demonstrated current professional experience, industry certifications and academic experience, to attain higher credentials and each is currently enrolled in a bachelor's degree program. The campus is also taking the step, moving forward, to receive transcripts from faculty prior to making offers to ensure completion of programs. Faculty members who wish to join the ACF do so on their own, so that they can take the membership with them if they move on. The campus will cover costs for related certifications, however.

R.25 Is there documented evidence of a systematic program of in-service training at the campus?

- Yes No

R.26 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?

- Yes No

R.27 Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?

- Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

R.34 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?

- Yes No

R.35 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?

- Yes No

R.36 Are all general education courses appropriate for the program and do they meet Council standards?

- Yes No

R.37 Are the courses that satisfy the concentration and general education requirements identified in the catalog?

- Yes No

- R.38 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- R.39 Is there evidence that curricular offerings require the appropriate use of library resources?
 Yes No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY

- R.62 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
 Yes No
- R.63 What is the amount of the current year's library budget?
 The current year's library budget is \$826,824.
- R.64 What portion of the current year's library budget has been spent and how has the money been allocated?
 To date, \$309,046 has been spent. Expenditures include subscriptions to Academic Search Premier, Ebook Collection, ERIC, and physical holdings for general education courses.

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREES ONLY

- R.65 Does the faculty inspire, motivate, and direct student usage of the library resources?
 Yes No
- R.66 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
 Yes No
- R.67 Are records of physical and/or online resources and circulation accurate and up to date?
 Yes No
- R.68 Are the library holdings for this program, including full-text online collections, up-to-date and adequate for the new program?
 Yes No
- R.69 Describe the campus' plans for continuing to provide library and instructional resources to support the new program?
 The campus plans to continue to provide library and instruction resources in a number of ways. The campus has secured additional holdings for the general education coursework offered in the associate's program as

well as holdings for the culinary and baking arts. The campus is also preparing to initiate the Library Guides Project, an online application designed to allow students to build digital guides for areas of interest in the program. The library is currently a shared resource center with the International Academy of Design and Technology (IADT) and is staffed full time by Ms. Kathleen Rainey. IADT is in teach out and Le Cordon Bleu plans to retain Ms. Rainey when the IADT programs have phased out. LCB also has a regional librarian on staff to provide additional support.

R.70 Describe any full-text online collections available to students:

The students have access to 37 full text databases, via Ebsco, Credo, Gale, and Hoovers Pro. Those specific to the culinary and baking programs include: Culinary Arts Collection, Hospitality and Tourism Complete, and Food Science Source. Students also have access to databases that include, but are not limited to, eBook Collection, Academic Search Premier, and Proquest Newstand.

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

R.71 Is there a professionally trained individual (holds a bachelor's or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable) on staff who supervises and manages the library and instructional resources, facilitates their integration into all phases of the campus' curricular and educational offerings, and assists students in their use?

Yes No

R.72 Is documentation on file to evidence the librarian participates in professional growth activities?

Yes No

R.73 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

The on-site librarian is Ms. Kathleen Rainey. Ms. Rainey has a master's degree in library science from Rutgers University in Piscataway, New Jersey; a bachelor's degree in communication from Glassboro State College (currently known as Rowan University) in Glassboro, New Jersey; and an associate's degree in education media technology from Burlington County College, in Pemberton, New Jersey. Ms. Rainey is on-site from 9 am to 6 pm. The library is open until 7:30 pm and is staffed during evening hours by three work study students, who have had initial training and also receive continuous training from Ms. Rainey. Ms. Rainey has additional support from Ms. Sharon Tani, regional librarian.

R.74 Is there a trained individual, who is competent to both use and aid in the use of library technologies and resources, on duty to supervise the library and to assist students with library functions during scheduled library hours?

Yes No

R.75 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?

Yes No

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

There are no areas of non-compliance.



**QUALITY ASSURANCE MONITORING: OUT OF SCOPE REPORT
ACADEMIC ASSOCIATE'S DEGREE IN BUSINESS MANAGMENT**

ITT TECHNICAL INSTITUTE
4721 Lake Park Drive
Johnson City, TN, 37612
ACICS ID Code: 00029681

Mr. Reggie Nair, Campus Director (rnair@itt-tech.edu)
Regulatory134@itt-tech.edu

MAIN
ITT TECHNICAL INSTITUTE
Indianapolis, IN
ACICS ID Code: 00016040

May 16, 2014

Date Program Began: 9/13/2013
Current Total Enrollment: 18
Current CAR Program Retention: N/A

Ms. Swazette Whitten Specialist ASA College Freeport, NY
Ms. Chinita D. Obi Staff Representative ACICS Washington, DC

REPORT QUESTIONS

RELATIONS WITH STUDENTS

N.01 Does the campus have appropriate admissions criteria for this program?

Yes No

N.02 Does the admissions policy conform to the campus' mission?

Yes No

N.03 Give the page number in the campus catalog on which the admissions policy can be found.

The admissions policy can be found on page 42 of the 2014-2015, Volume 18 catalog for ITT Technical Institute, in Johnson City, Tennessee.

N.04 Is the admissions policy administered as written?

Yes No

N.05 Are the admissions requirements appropriate for the new program?

Yes No

N.06 Are there any admissions requirements unique to this program?

Yes No

N.07 Describe how the campus offers employment assistance to all students in the new program.

Employment assistance is offered to students through the campus career services office. Students are provided placement services and career development from the beginning of their program through graduation. Alumni are also eligible to receive placement assistance. The career services office establishes relationships with community employers and not only utilizes these resources for ultimate placement, but offer trips to these places of business at the beginning of the program to give students early exposure of their career choice. Career services offers skills on resume writing, dressing for success, networking, and job searching through classroom presentations and one on one consultation. The career services director also stays current on each students' e-portfolio to ensure that students maintain their projects to be presented to employers.

Is this appropriate?

Yes No Not Applicable (campus enrolls only international students on a student visa)

N.08 Was the team able to verify the backup documentation to support the placement rate for this program as reported on the Campus Accountability Report?

Yes No Not Applicable (there have been no graduates)

N.09 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes No Not Applicable

EDUCATIONAL ACTIVITIES

N.10 Is licensure, certification or registration required to practice in the specific career field?

Yes No (*Skip to Question N.11.*)

N.11 Does the program require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

Yes No (*Skip to question N.12*)

N.12 Who is assigned to administer all academic programs, and what are this person's qualifications?

Mr. Raghunath "Reggie" Nair was hired as the full time director in April of 2013. He assumed the position of dean in April of 2014. Mr. Nair received his MBA from Indiana Wesleyan University, and a bachelor's degree in aviation technology from Embry-Riddle Aeronautical University. Before assuming his position as director/acting dean, Mr. Nair held positions as the director of education at Corinthian Colleges from 2003-2006; academic dean at ITT Technical Institute from 2006-2011 and dean at Sanford Brown College from 2011-2012.

N.13 Does this individual possess appropriate academic or experiential qualifications?

Yes No

N.14 Who is assigned to administer the new program (e.g., program chair or lead instructor), and what are this person's qualifications?

(Section 3-1-511): Mr. Jason Atwell is designated as the lead instructor for the business program. While the team was able to verify that here is a signed memo in his file documenting that he is "program/course lead (instructor)", there was no official signed job description that this memo would supplement. In addition, his data sheet does not reflect a lead instructor designation and shows that 100% of his time is allocated to instruction-no time is dedicated to administration.

N.15 Does this individual possess appropriate academic or experiential qualifications?

Yes No

N.16 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-511): Mr. Jason Atwell shows no administrative time on his ACICS sheet. The team is unable to verify that he is lead instructor, due to a missing full job description for his position as adjunct instructor and lack of administrative time listed on the ACICS data sheet.

N.17 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

If *No*, insert the section number in parentheses and explain:

(Section 3-1-511): As stated previously, Mr. Jason Atwell shows no administrative time on his ACICS sheet. His time is allocated 100% to teaching. The data sheet also lists only his position as adjunct instructor. Mr. Atwell is a part time instructor and is currently teaching only two courses. Because there is no administrative

time on the data sheet, the team is unable to verify if sufficient time is dedicated to administration of the program.

N.18 Is the program consistent with the campus' mission and the needs of its students?

Yes No

N.19 List the community resources and describe how they are utilized to enrich the program.

(Section 3-1-512): The team was able to verify that the campus held program advisory committee meetings on November 22, 2013 and May 8, 2014. However, the team was not able to verify documented evidence that students have participated in additional sufficient community resources. The team was presented with two documents as evidence of community resources. The first is an ITT Technical Institute Student field Trip and Guest Speaker form for an April 21, 2014 speaker, Mr. Marcus Holland, Store manager with Walgreens. The section of the form that requested the names and signatures was left blank. A sign in sheet was provided to supplement this form, but the only date listed on the form was April 23, 2013 and there was no way to verify that these documents coincide. All other documents provided for community resources were related to PAC meetings.

N.20 Are these resources sufficient?

Yes No

N.21 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

Yes No

N.22 Does the catalog accurately describe the program and its objectives?

Yes No

N.23 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)

N.24 Does the program use independent studies?

Yes No (Skip to Question N.26.)

N.25 Are independent studies used appropriately, and is there a signed contract that meets Council standards?

Yes No Not Applicable (no students are currently using independent study)

N.26 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

N.27 Are the courses available when needed by the student in the normal pursuit of this program of study?

Yes No

- N.28 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
 Yes No
- N.29 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods
 Yes No
 - (i) Assessment criteria
 Yes No
 - (j) Method of evaluating students
 Yes No
 - (k) Date the syllabus was last reviewed
 Yes No
- N.30 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- N.31 Is credit appropriately converted in relation to total student contact/clock hours in each class?
 Yes No
- N.32 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
 Yes No
- N.33 Are the following appropriate to adequately support the new program?
- (a) Facilities.
 Yes No
 - (b) Instructional equipment.
 Yes No
 - (c) Resources.
 Yes No
 - (d) Support for modes of instructional delivery.

Yes No

(e) Personnel.

Yes No

N.34 Does the campus comply with applicable copyright laws in the use of instructional materials?

Yes No

N.35 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

N.36 Are official transcripts for all credentials held on file for all instructors in the program?

Yes No

N.37 Have all foreign transcripts been translated into English and evaluated by a member of Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

Yes No Not Applicable (no faculty members hold foreign credentials)

N.38 Is there documented evidence of a systematic program of in-service training at the campus?

Yes No

N.39 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?

Yes No

N.40 Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?

Yes No

FOR NONDEGREE, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

- N.42 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- N.43 Is the size of the faculty appropriate?
 Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S and DOCTORAL DEGREES ONLY

- N.44 Are the teaching loads reasonable, and do they meet *Criteria* requirements?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- N.55 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?
 Yes No
- N.56 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?
 Yes No
- N.57 Are all general education courses appropriate for the program and do they meet Council standards?
 Yes No
- N.58 Identify the page number in the catalog where the courses that satisfy the concentration and general education requirements can be found.
 The courses that satisfy concentration and general education requirement can be found on page 13 of the catalog.
- N.59 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- N.60 Is there evidence that curricular offerings require the appropriate use of library resources?
 Yes No
- N.61 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No Not Applicable (no students in the second year)

N.62 Are at least one-half of all subjects that are part of the associate's degree taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes No

PUBLICATIONS

N.99 Do the catalog and other publications accurately describe the new program?

Yes No

N.100 Is the course-numbering system adequately explained in the catalog?

Yes No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY

N.106 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes No

N.107 What is the amount of the current year's library budget that has been allocated for the program?

The total current allotment for the Johnson City campus library is \$2523. The students have access to the Virtual Library, which is paid at the corporate level and contains resources for all ITT programs.

N.108 What portion of the current year's library budget for the program has been spent and how has the money been allocated?

Of that, \$525 has been spent on a subscription to Library World, an interlibrary, multidisciplinary resource and \$125 has been spend on various magazines, including \$31.76 on a subscription to Consumer Reports. The Virtual Library system is accessible to students and is included in the corporate budget.

N.109 Describe how faculty have involvement in the selection of library resources.

The faculty are engaged in faculty in-service meetings regarding their needs for library resources. Any requests made between in-service meetings are made directly to the Dean and submitted to the library

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY

N.110 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

Mr. Daniel Noel was hired as the full time library resource assistant at ITT Technical Institute in Johnson City, Tennessee on April 28, 2014. Mr. Noel received his bachelor's degree in psychology from East Tennessee State University. Before assuming his postion as library resource assistant, he held positions as a psychiatric technican at Pathways Inpatient Unit from 2003-2006; Secretary II at East Tennessee State University from 2006-2010; Graduate assistant at East Tennessee State University from 2010-2011; Secretary I at East Tennessee State University from 2011-2012; and Technical clerk at East Tennessee State

University from 2012-2014. Additionally, he completed the LRC Service provider training and is supported by the ITT Technical Institute corporate librarian Ms. Kathryn Closter. Mr. Noel's hours on site are Monday 9-4, Tuesday-Thursday 12-8 and Friday 9-5. During the hours that Mr. Noel is not available, the library is covered by Ms. Rose Taney, Ms. Amanda Pitts, Mr. Ken Griffin, and Mr. Curtis Stroud, various staff with dedicated library hours.

N.111 Is there a professionally trained individual on staff that is responsible for:

(a) Supervising and managing the library and instructional resources?

Yes No

(b) Facilitating the integration of instructional resources into all phases of the campus' curricular and educational offerings?

Yes No

(c) Assisting students in the use of instructional resources?

Yes No

If *No*, for any item, insert the section number in parentheses and explain:

(Section 3-4-401) During some library hours, the library is not staffed by a trained individual who is assigned to oversee and to supervise the library and to assist student with library and information services. The team was unable to verify appropriate training for Ms. Rose Taney and Mr. Curtis Stroud, who cover the library on Tuesday from 9-11 and Saturday 9-12 respectively.

N.112 Is documentation on file to evidence the librarian participates in professional growth activities?

Yes No

N.113 Are students adequately trained to utilize resources as part of their learning process?

Yes No

N.114 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes No

N.115 Are records of physical and/or online resources and circulation accurate and up-to-date?

Yes No

N.116 Are the library holdings, including full-text online collections, up-to-date and adequate for the new program?

Yes No

N.117 Describe any full-text online collections available to students:

ITT Technical Institute in Johnson City, Tennessee has two online systems, the virtual library and library world, which hosts resources that include but are not limited to: ProQuest; EbscoHost; ACM Digital Library; LexisNexis Academic, Britannica Online and Gale Virtual Reference Library.

N.118 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

Yes No Not Applicable (program does not include general education courses)

N.119 Are the hours the library is open adequate to accommodate the needs of all students?

Yes No

N.120 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes No

N.121 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?

Yes No

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

<u>Number</u>	<u>Citation(s)</u>	<u>Summary Statement</u>
1	(Section 3-1-511)	There is insufficient evidence that a program administrator is assigned to the new program and is equipped with sufficient authority and time to devote to the program.
2	(Section 3-4-401)	During some library hours, the library is no staff by a trained individual who is assigned to oversee and to supervise the library and assist students with library and information services.
3	Section 3-1-512	There is insufficient documentation of community resources utilized for the program.

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2. NEW PROGRAM NARRATIVE
3. ACADEMIC CREDIT ANALYSIS



ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

NEW PROGRAM APPLICATION

Revised Nov 2010

This application is to be completed for all new programs. All information is required unless otherwise indicated. All new program applications must be in English, typed, tabbed, and submitted electronically. **Approval letters will be sent via e-mail to the person who prepared the application.**

- Is this application being submitted in response to a team visit? Y N
- Is this an application for the first new program at this credential level at this campus? Y N
- Is this application a result of an existing program revision totaling more than 25%? Y N
- If this program is delivered via non-traditional education, select percentage <50% >50%

Application preparer information

Name KIMBERLY VELASQUEZ Title CAMPUS PRESIDENT
 Organization (if different than institution) LE CORDON BLEU COLLEGE OF CULINARY ARTS
 Telephone 916-830-(b)(6) Fax 916-285-9483
 Email KVELASQUEZ@SACRAMENTO.CHEFS.EDU

Program Measurement

Name of program Le Cordon Bleu Culinary Arts Program CIP code 12.0503

- Certificate Diploma Occupational Associate's Academic Associate's Bachelor's Master's Doctorate

Proposed start date January 2014
New programs and modes of delivery must be initiated within one year of the planned start date.. Programs which are not initiated within one year of their planned start date will no longer be considered an approved program at the campus in question.

Total credit hours awarded: 107 Quarter Semester Trimester

	MINIMUM	MAXIMUM	(required)
Number of contact hours	<u>1550</u>	<u>1550</u>	
Program length in weeks	<u>84</u>	<u>84</u>	
Program length in academic years	<u>2.8</u>	<u>2.8</u>	
Weeks per academic year	<u>30</u>	<u>30</u>	

If this program is identical to programs submitted for multiple locations at the same time, list the primary campus and the ACICS unique ID (000xxxxx) for all other locations.

00023522	ACICS ID for 1st application location (Fee = \$1,000)						
Below list the ACICS ID for each additional location (Fee = \$500 each location)							



NEW PROGRAM NARRATIVE

Revised Feb, 2010

For the proposed program use a narrative format to answer each question or request for description. *Applications will not be reviewed unless all areas are complete.*

INSTITUTIONAL MISSION

1. What is the mission of the institution? (Restrict text box to 1,500 characters with spaces)

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.

2. What are the objectives of the new program? Describe how these objectives conform to the mission of the institution. (Restrict text box to 1,500 characters with spaces).

The program has five objectives.

- 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

This ties seamlessly into the mission of the college as it broadens the education choices available to students and provides more options to those seeking to further develop their culinary skills.

COMMUNITY/PROFESSIONAL RESOURCES UTILIZED IN PROGRAM DEVELOPMENT

1. What types of community or professional input were utilized to develop the program? Please upload as one document copies of all minutes of advisory board meetings pertinent to this application and include the names and qualifications of members. (See step 3 in the New Program Application Process)

The idea to further develop courses and programs was brought forth by the College's Program Advisory Board. Additionally, this program mirrors an existing program at another Career Education Corporation campus, Le Cordon Bleu College of Culinary Arts in Austin, Texas.

The curriculum for Le Cordon Bleu College of Culinary Arts in Sacramento, CA was constructed in collaboration with the entire network of Le Cordon Bleu North America (LCBNA) campuses. LCBNA formed a curriculum development committee led by Kirk T. Bachmann, currently the president of Le Cordon Bleu College of Culinary Arts, Chicago (at the time of this curriculum development, he was Vice President of Academics for LCBNA). This committee was comprised of industry experts, teachers and school administrators.

2. State the qualifications for persons who: (Restrict text box for each of the responses below to 1,000 characters with spaces)

- a) designed the curriculum

The program was designed by a team of education leaders representing the culinary schools in Career Education Corporation operating under the Le Cordon Bleu program brand. Kirk T. Bachmann, currently the president of Le Cordon Bleu College of Culinary Arts, Chicago (at the time, Vice President of Academics for LCBNA), supervised the curriculum design. Mr. Bachmann is a Certified Executive Chef by the American Culinary Federation and holds a Master's degree in Education.

- b) will supervise the new program



NEW PROGRAM NARRATIVE

Revised Feb, 2010

The program will be supervised by the Director of Education at Le Cordon Bleu College of Culinary Arts in Sacramento Chef Richard Jensen. Chef Richard Jensen has earned his AOS degree in Culinary Arts from the California Culinary Academy. He is currently pursuing his Bachelor's in Culinary Management from Le Cordon Bleu Scottsdale with an estimated completion date in 2014. Chef Richard Jensen has over 12 years of industry experience in the culinary arts.

INSTITUTIONAL READINESS

1. What resources are needed and available to offer the proposed program at full operation at the campus submitting this new program application, including:
 - a) existing and new courses needed to implement the program:

<u>Existing Courses (at this campus)</u>	<u>New Courses (at this campus)</u>
LCBC105 Food Safety and Sanitation	LCBC100 College Success and Career Portfolio
LCBC110 Culinary Foundations I	LCBC125 Cost Control and Purchasing
LCBC122 Culinary Foundations II	LCBC135 Nutrition
LCBC132 Culinary Foundations III	LCBC215 Hospitality Supervision and Entrepreneurship
LCBC152 Baking and Pastry	LCBC222 Catering and Buffets
LCBC212 Cuisine Across Cultures	LCBC225 Wine and Beverage
LCBC250 Externship I	LCBC232 Contemporary Cuisine
	LCBC240 Restaurant Rotation
	LCBC255 Externship II
	COM115 Communication Methods
	ENG105 English Composition
	LIT215 Topics in Literature
	MTH135 College Mathematics
	PSY105 Psychology

- b) existing and new physical resources needed (e.g., classrooms, libraries, institutional resources and equipment, and clinical sites):

<u>Existing Physical Resources (at this campus)</u>	<u>New Physical Resources (at this campus)</u>
4 fully-equipped culinary laboratories	3 demonstration kitchens
4 lecture classrooms	Reference library and resource center with study areas
1 demonstration kitchen for Foundations I class (knife skills) or visiting lectures	3 lecture classrooms
CECybrary – Virtual library	
Computer laboratory with desktop computers and a printer.	
All necessary equipment including ovens, ranges, grills, tables, refrigerators, pots, pans, and smallwares	



NEW PROGRAM NARRATIVE

Revised Feb, 2010

PROGRAM DESCRIPTION

1. What are the entrance requirements or methods used to determine whether prospective students will be able to fulfill program requirements? How do these requirements compare with requirements for existing programs? *(This text box is limited to 1,000 characters)*
 - Execute all enrollment documents including the Application for Admission and Enrollment Agreement.
 - 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 in which the home schooling took place.
 - Payment of application fee or approved fee waiver form.
 - Interview with an Admissions representative.

2. If there is a practicum component? (Upload practicum agreement)

a) please identify potential practicum sites:

<u>Company Name</u>	<u>Location</u>
Walt Disney World Resorts	Lake Buena Vista, FL
Ella Dining Room & Bar	Sacramento, CA.
Grange Restaurant	Sacramento, CA.
Chops Steaks, Seafood & Bar	Sacramento, CA.
Biba	Sacramento, CA.

b) Describe student responsibilities and method of supervision, and attach a copy of the practicum agreement. (Limited to 1,000 characters)

Students must submit a completed and signed Externship Agreement and Supervisor Data Sheet to the Le Cordon Bleu Sacramento Career Services Office by the first day of working at the site. Students must complete and submit weekly time sheets including hours worked with signed verification of those hours and submit according to due dates. Students must submit an Externship Project in week 5 of each Externship course. The site supervisor will complete the Externship Evaluation on the student and student will submit in Week 5 along with their Time Sheet.

The student is supervised both by the site supervisor and the campus externship instructor. The site supervisor supervises the work performed daily by the student. The site supervisor submits an evaluation of the student at the end of the course. The externship instructor evaluates the student's hours and addresses any problems encountered by the student or the site. The externship instructor also completes an evaluation at the end of the course.

3. Is licensure or certification required for persons employed in this field in your state? Yes No

If yes, describe how the curriculum will develop the competencies to enable students to meet the licensing or certification requirements of the state.

4. Does the state licensing agency require new programs to be approved? Yes No

If yes, describe previous or concurrent evaluation procedures that the state approval agency requires and submit evidence of state approval received (or proof of exemption from state approval). All institutions must submit copies of official documentation issued by their state.



NEW PROGRAM NARRATIVE

Revised Feb, 2010

The Bureau for Private Postsecondary Education requires ACICS approval first.

5. Does the program include training conducted by a third party? Yes No
 If yes, explain, including percentage offered. See Section 2-2-505 of the *Accreditation Criteria* for more information.
 (Limited to 1,500 characters)

DOCUMENTS PREPARATION

6. **Prepare and upload to ACICS Electronic Document Management system (EDM) the following documents (see Step 3 of the New Program Application process):**
- New Program Application
 - Narrative
 - Letter of state approval (or exemption from state when state approval is not required)
 - Draft catalog addendum including program description and outline (The program description must follow the guidelines as outlined in Appendix C of the Accreditation Criteria – the program outline should be by quarter/trimester/semester)
 - Academic Credit Analysis
 - New Program Faculty Information forms as a single document for upload using MS Word (2003 or 2007) or .pdf format)
 - Course Syllabi. Syllabi must meet elements established in the Accreditation Criteria Glossary. See "Model Curricula Guidelines" at [Model Curricula Guidelines](#) for examples); (Prepare all syllabi as a single document upload using MS Word (2003 or 2007) or .pdf format)
 - Advisory Board Meeting Minutes (if applicable)
 - Practicum Agreements (if applicable)
 - Evidence of state licensing agency approval or exemption (if applicable)
 - Transition Plan to Add a Higher Credential form (if applicable)

FOR NON-TRADITIONAL NEW PROGRAM APPLICATIONS ONLY (See Appendix H in the Accreditation Criteria):

1. Please provide a narrative statement that responds fully to each area identified in Appendix H of the Accreditation Criteria (Limited to 2,000 characters) (Restrict to 2,000 characters with spaces)

From: Chinita D. Obi <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/28C97A3CE7014CE9A556D0B750138816-CHINITA D.>
Sent: 4/8/2014 5:45:39 PM -0400
To: kvelasquez@[REDACTED]
Subject: ACICS Quality Assurance Monitoring: Readiness Visit

Good afternoon,

I am writing to follow up on a message that I left at the Sacramento campus. I have been assigned to visit your campus to conduct a Readiness visit for two new, higher credential, programs. If you would give me a call as soon as possible, I would like to proceed with confirming the date and the status of the programs.

If you would please review the information below, confirm the information that is filled in and provide the information that is missing, I would appreciate it.

Tentative visit dates: Wednesday, June 17, 2014

Distance education?

Day and evening classes?

Programmatic accreditation?

Dates conflict with start week/end week/exams?

Projected total enrollment (and by program if possible):

Will students be enrolled in all specialization

Date each program started:

Will students be in core/major classes at the time of the visit?

Programs for Review

Le Cordon Bleu Patisserie and Baking (academic Associates)
--

Le Cordon Bleu Culinary Arts (academic Associates)
--

Thank you,

Chinita D. Obi

Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

www.acics.org | 202.336.(b)(6) - p | 202.842.2593 - f

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April 16, 2014

ID Code 00021352(MC)

VIA EMAIL ONLY

Mr. Steven Smith
Campus President
Le Cordon Bleu College of Culinary Arts
3110 Esperanza Crossing, Suite 100
Austin, Texas 78758

acicsinfo@austin.chefs.edu

Dear Mr. Smith:

LE CORDON BLEU COLLEGE OF CULINARY ARTS, SACRAMENTO, CA ID CODE 00023522(AL)

Subject: Quality Assurance Monitoring: Readiness Visit Confirmation

An on-site evaluation of your institution has been scheduled for **June 18, 2014**. You subsequently will receive further details about the visit, including the names and addresses of the team members. When you receive this information one copy of the New Program Applications for the academic associate's degree programs in Culinary Arts; and Patisserie and Baking, as well as the update documents should be forwarded directly to each team member, the manner in which will be explained in the subsequent visit memorandum.

The documents above must be received, along with the appropriate application materials by each team member no later than **June 4, 2014**.

On our Web site you will find the aforementioned update documents as well as the list of materials that must be placed in the team's meeting room prior to the team's arrival. This information for both the update documents and the visit room materials can be found on the "Evaluation Site Visit" page at the following link: <http://www.acics.org/accreditation/content.aspx?id=2022>. Click on the listing that relates to the type of visit to be conducted. Please ensure that all requested materials are labeled for easy identification and provided in an orderly manner.

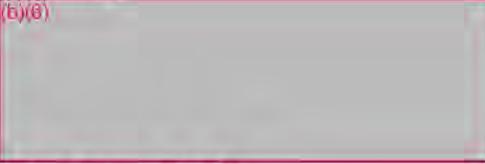
The institution will be invoiced a fixed fee for all site visits. Please be advised that pursuant to Section 2-3-401 of the *Accreditation Criteria* the Council will be made aware of any outstanding fees (30 days or older) during its review of your applications.

Thank you for your cooperation. If you have any questions, please call me at (202) 336-(b)(6)

Mr. Steven Smith
April 16, 2014
Page 2

Sincerely,

(b)(6)



Ms. Chinita D. Obi
Accreditation Coordinator

- c: Ms. Kimberly Valesquez, Sacramento additional location
(kvelasquez@[b)(6)])
- Ms. Joanne Wenzel, Bureau for Private Postsecondary Education
(Joanne_wenzel@[b)(6)])

From: Chinita D. Obi <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/28C97A3CE7014CE9A556D0B750138816-CHINITA D.>
Sent: 6/25/2015 11:55:24 AM -0400
To: Visit Reports <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>
Subject: CORRECT 00257317 Jersey College JAX Initial Grant First Edit
Attachments: 00257317 Jersey College JAX Initial Grant First Edit.doc

Ms. Chinita D. Obi

Senior Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

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REEVALUATION

LINCOLN TECHNICAL INSTITUTE

5 Middlesex Avenue
Somerville, MA 02145
ACICS ID Code: 00012781

Ms. Laurie O'Malley, Campus Director (lomalley@lincolntech.com)
acicsomerville@lincolntech.com *Preferred *Preferred *Preferred*Preferred *Preferred

MAIN CAMPUS

Lincoln Technical Institute
Edison, NJ
ACICS ID Code: 00010950

June 2-3, 2014

Dr. Richard Murphree	Chair	Consultant Effectual Business Services	Eagle, ID
Ms. Diana Igo	Student-Relations Specialist	Campus Director Minnesota School of Business-Blaine	Maple Grove, MN
Dr. Gail Robin	Medical Office Assistant/Medical Assistant Specialist	Adjunct faculty Baker College	McLean, VA
Mr. Michael Bleacher	Educational Activities/Library Resources/Computer and Network Support Technician Specialist	Professor Colorado Community Colleges	Castle Rock, CO
Mr. Muhammad Ra'oof	Criminal Justice Specialist	CEO Ra'oof Consulting	Happy Valley, OR
Ms. Tanisia Smith	Massage Therapy Specialist	Instructor Holistic Massage Training Institute	Baltimore, MA
Mr. James Mizner, Jr.	Pharmacy Technician Specialist	Self employed	Reston, VA
Ms. Chinita D. Obi	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY
Lincoln Technical Institute
Somerville, MA**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./ Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Certificate	Certificate	Criminal Justice		60 sem.	26/14	77.0%	75.0%	82.0%	74.0%
Certificate	Certificate	Medical Assistant		40 sem.	63/32	82.4%	N/A	85.0%	75.0%
Certificate	Certificate	Medical Office Assistant		41 sem.	31/1	82.5%	N/A	77.0%	72.0%
Certificate	Certificate	Pharmacy Technician		34.5 sem.	18/8	87.9%	58.1%	83.0%	72.0%
Certificate	Certificate	Massage Therapy		42.5 sem.	9	93.0%	85.3%	82.0%	80.0%
Certificate	Certificate	Computer & Network Support Technician		37.5 sem.	25/22	76.3%	75.0%	80.0%	65.0%

TOTAL ENROLLMENT (249) 227

INTRODUCTION

Lincoln Technical Institute (LTI), Somerville campus, has multiple job-based training programs at campuses located primarily in the Northeast. Massachusetts has three campus locations for Lincoln. The Somerville, Massachusetts campus is located at 5 Middlesex Avenue in Somerville, Massachusetts. The building is located within minutes of downtown Boston, Cambridge, Route 128 and Route 93. The campus is within walking distance of the Sullivan T-Station. The building offers natural light, ample on-site parking, and is adjacent to Assembly Square Mall.

LTI, Somerville campus, has an enrollment of approximately 252 students. Student gender is made up of 142 female and 85 males. The demographic area of LTI consists of an urban population. Most students attending LTI can be characterized as disadvantaged students, many with a history of economic hardship along with other risk factors such as low self-confidence, lack of family support, culture shock, language barriers, and poor high school experiences. Unlike traditional student populations, many of the students are adult learners that do not live on campus and many have young children. Such things as time management, family and economic barriers pose challenges.

The Somerville campus is split between two floors. Both floors hold classrooms as well as administrative offices. The building is also made up of other businesses. Construction to build classrooms for a Dental Assisting program is underway on the second floor. Across the street, a stop for the train is being built as well as Assembly Row. Assembly Row is a cohesive and complete urban environment made up of shops, apartments and entertainment.

1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.
 The mission statement can be found in the 2014-2016 course catalog on page 3.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
 Yes No
- 1.03 Are the objectives devoted substantially to career-related education?
 Yes No
- 1.04 Are the objectives reasonable for the following?
 (a) The programs of instruction
 Yes No
 (b) The modes of delivery.
 Yes No
 (c) The facilities of the campus.
 Yes No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
 Yes No
- 1.06 Is the campus committed to successful implementation of its mission?
 Yes No

CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
 Yes No
- 1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
 Yes No Not Applicable
- 1.09 Does the CEP describe the following?
 (a) The characteristics of the programs offered.
 Yes No
 (b) The characteristics of the student population.
 Yes No
 (c) The types of data that will be used for assessment.
 Yes No
 (d) Specific goals to improve the educational processes.
 Yes No
 (e) Expected outcomes of the plans.
 Yes No
- 1.10 Are the following five required elements evaluated in the CEP?
 (a) Student retention.
 Yes No
 (b) Student placement.

Yes No Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

Yes No Not Applicable (new additional location only)

(d) Level of employer satisfaction.

Yes No Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.

The campus uses a combination of grade distribution, cumulative GPA, professional licensure, externship evaluations and assessment of student work of course learning outcomes for student learning outcomes. Student learning outcomes are monitored weekly and quarterly. Student learning outcomes are assessed by comparing baseline data with current rates in each of the above areas mentioned.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes No Not Applicable

(b) The data used by the campus to assess each outcome.

Yes No Not Applicable

(c) How the data was collected.

Yes No Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes No Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes No Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes No Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The specific activities the campus will undertake to meet their 2014 retention goals include the starting of a theme of "Be involved". The program requires the commitment and support from everyone on campus. Additional specific program activities are outlined in the retention improvement plans included in the 2014 CEP.

To meet the 2014 campus placement goal of 75 percent, the campus has laid out many different ways to achieve the success of students and graduates. Many of these activities relate to building more relationships with local employers and bringing more employers on campus to speak to the students. Additional specific program activities are outlined in the the placement improvement plans included in the 2014 CEP.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes No

(b) That specific activities listed in the plan have been completed.

Yes No

(c) That periodic progress reports have been completed.

Yes No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

Ms. Laurie O'Malley is the campus director and is responsible for implementing and monitoring the CEP along with the CEP committee. Ms. O'Malley has been with the campus as the campus director since 2011. Previously she was a campus director at a different proprietary school from 2006-2011. Ms. O'Malley has a bachelor's degree in psychology from the University of Massachusetts in Lowell, Massachusetts. The CEP committee is made up of the campus leadership team. The committee meets once per year to review the year and set the CEP for the next year. However, the committee meets with all staff and faculty on a quarterly basis to review and update any areas on the CEP.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes No Not Applicable (new additional location or initial applicant only)

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(a) Governance, control, and corporate organization.

Yes No

(b) Names of the trustees, directors, and/or officers.

Yes No

(c) Names of the administrators.

Yes No

2.02 Does the campus:

(a) Adequately train its employees?

Yes No

(b) Provide them with constant and proper supervision?

Yes No

(c) Evaluate their work?

Yes No

2.03 Is the administration of the campus efficient and effective?

Yes No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

Yes No

(b) Know the person to whom they report?

Yes No

(c) Understand the standards by which the success of their work is measured?

Yes No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

Yes No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

Yes No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

Yes No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

Yes No Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?

Ms. Laurie O'Malley is the campus director and is responsible for the financial oversight of the campus. As stated above, Ms. O'Malley has been with the campus as the campus director since 2011. Previously she was a campus director at a different proprietary school from 2006-2011. Ms. O'Malley has a bachelor's degree in psychology from the University of Massachusetts in Lowell, MA.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes No

3.02 Are all staff well trained to carry out administrative functions?

Yes No

3.03 Who is the on-site administrator, and what are this person's qualifications?

Ms. Laurie O'Malley is the executive director and is the on-site administrator. As previously stated, Ms. O'Malley has been with the campus as the executive director since 2011. Previously she was a campus director at a different school from 2006 until 2011. Ms. O'Malley has a bachelor's degree in psychology from the University of Massachusetts in Lowell, Massachusetts.

3.04 Does the campus list degrees of staff members in the catalog?

Yes No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes No Not Applicable (campus does not participate in financial aid)

(b) Admissions.

Yes No

(c) Curriculum.

Yes No

(d) Accreditation and licensure.

Yes No

(e) Guidance.

Yes No

(f) Instructional resources.

Yes No

(g) Supplies and equipment.

Yes No

(h) The school plant.

Yes No

(i) Faculty and staff.

Yes No

(j) Student activities.

Yes No

(k) Student personnel.

Yes No

3.06 Does the campus admit ability-to-benefit students?

Yes No (*Skip to Question 3.11.*)

3.11 Do student files contain evidence of graduation from high school or the equivalent?

Yes No

3.12 Are appropriate transcripts maintained for all students?

Yes No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

Yes No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?

Yes No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

Yes No

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team reviewed 23 student files at Lincoln Technical Institute, Somerville campus. Four of the 23 files contained examples of satisfactory academic progress warning and probation status documentation; three files contained evidence of transfer of credit evaluations.

4.02 Does the campus ensure that its student relations reflect high ethical standards?

Yes No

4.03 Does the campus have appropriate admissions criteria?

Yes No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

Yes No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

Yes No

4.06 Does the admissions policy conform to the campus' mission?

Yes No

4.07 Is the admissions policy publicly stated?

Yes No

4.08 Is the admissions policy administered as written?

Yes No

4.09 Does the campus use an enrollment agreement for each enrolled student that :

(a) Clearly outlines the financial obligations of both the institution and the student?

Yes No

(b) Outlines all program related tuition and fees?

Yes No

(c) Has a signature of the student and the appropriate school representative?

Yes No

Is there evidence that a copy of the agreement has been provided to the student?

Yes No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?

Ms. Kerrin Miniutti, director of admissions, is responsible for the oversight of student recruitment at Lincoln Technical Institute, Somerville campus. Ms. Miniutti's employment qualifications include: three years of supervisory and sales experience at Verizon General Business Service Center and 14 years' experience in the admissions department at Lincoln Technical Institute, Lowell and Somerville campuses, holding admissions representative and director of admissions positions.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?

Following interviews with the director of admissions and an admissions representative, the team determined the recruiting process for new students is ethical and compatible with the educational objectives of Lincoln Technical Institute, Somerville campus. During the prospective students initial interview, the admission representatives share detailed information on the mission statement, program curricula, tuition and fees and services provided to students in a powerpoint presentation. The prospective student is also interviewed by the director of admissions to assist in determining if Lincoln Technical Institute, Somerville campus, is a good fit for the student. Potential students do have the ability to meet with a financial aid representative, should they have questions prior to enrollment.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.

Yes No

(b) Services.

Yes No

(c) Tuition.

Yes No

(d) Terms.

Yes No

(e) Operating policies.

 Yes No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

 Yes No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?

 Yes No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

 Yes No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

 Yes No Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

 Yes No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

 Yes No

4.19 Is there evidence that the campus properly awards transfer of credit?

 Yes No Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?

 Yes No

4.21 Has the campus established articulation agreements with other institutions?

 Yes No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

If Yes, has the campus published a list of institutions with which it has established the agreements?

 Yes No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?

 Yes No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

 Yes No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The satisfactory academic progress policy is published on pages 36 and 37 or the 2014-2016 Lincoln Technical Institute catalog.

- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
 Yes No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
 Yes No
- (c) Procedures for re-establishing satisfactory academic progress.
 Yes No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals.
 Yes No
- Incomplete grades.
 Yes No
- Repeated courses.
 Yes No
- Non-punitive grades.
 Yes No Not Applicable (campus does not offer)
- Non-credit or remedial courses.
 Yes No Not Applicable (campus does not offer)
- A warning status.
 Yes No Not Applicable (campus does not use)
- A probationary period.
 Yes No
- An appeal process.
 Yes No
- An extended-enrollment status.
 Yes No Not Applicable (campus does not offer)
- The effect when a student changes programs.
 Yes No Not Applicable (campus only offers one program of study)
- The effect when a student seeks to earn an additional credential.
 Yes No Not Applicable (campus only offers one credential)
- The implications of transfer credit.
 Yes No
- 4.26 Does the campus apply its SAP standards consistently to all students?
 Yes No
- 4.27 Are students who are not making satisfactory academic progress properly notified?
 Yes No Not Applicable (no students are in violation of SAP)
- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
 Yes No

- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
 Yes No Not Applicable (all programs are one year or less)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
 Yes No Not Applicable (all programs are less than two years)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
 Yes No
- 4.32 Are students allowed to remain on financial aid while under warning status?
 Yes No Not Applicable (campus does not participate in financial aid)
- If Yes, is the student informed of this policy?
 Yes No
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
 Yes No
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
 Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
 Yes No Not Applicable (campus does not have extended enrollment)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
 Yes No Not Applicable (there is no such student)
- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
 Yes No
- 4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
 Mr. Jonathan Newell, director of education, is responsible for the administration of satisfactory academic progress. Mr. Newell holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire and a master's degree in education in school guidance counseling from Salem State College in Salem, Massachusetts. Mr. Newell's has seven years' experience in secondary education as a teacher and guidance counselor and three years' experience in post-secondary education, as a director of education.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
 Yes No
- 4.40 Does the campus finance any of the following? (Mark all that apply.)
 (a) Scholarships.
 (b) Grants.

(c) Loans.

(d) The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?

Yes No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

Yes No

4.43 Are tuition and fees clearly stated in the catalog?

Yes No

If *Yes*, have students confirmed receiving a copy of the catalog?

Yes No Not Applicable

4.44 Do the financial records of students clearly show the following?

(a) Charges.

Yes No

(b) Dates for the posting of tuition.

Yes No

(c) Fees.

Yes No

(d) Other charges.

Yes No

(e) Payments.

Yes No

(f) Dates of payment.

Yes No

(g) The balance after each transaction.

Yes No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes No Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?

Yes No

4.47 Is the refund policy fair, equitable, and applicable to all students?

Yes No

4.48 Is the campus following its stated refund policy?

Yes No

4.49 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 4.57*)

- 4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
 Ms. Bethann Proulx, financial aid advisor, is responsible for administering student financial aid at the Lincoln Technical College, Somerville campus. Ms. Proulx holds an associate's degree in business technology from Gibbs College (Sanford Brown) in Boston, Massachusetts. Ms. Proulx has over six years' experience in financial aid and over five years' experience in administration and office management. Ms. Proulx is a current member of the Massachusetts Association of Student Financial Aid Administrators (MASFAA).
- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
 Yes No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
 Yes No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
 Yes No
- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
 The financial aid office stays current with regulation and policy changes in financial aid through web-based trainings provided by the corporate office to remain current with regulatory changes. Additionally, Ms. Proulx, director, is a current member of the Massachusetts Association of Student Financial Aid Administrators (MASFAA).
- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
 Yes No
- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
 Yes No
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
 Yes No (*Skip to question 4.58.*)
- If *Yes*, is there evidence that the campus provides a copy of the written policy to all student applicants prior to enrollment?
 Yes No
- If *Yes*, is the size of the discount based on the financial benefit that the campus receives from the payment of cash earlier than would be required under the normal tuition payment schedule?
 Yes No Not Applicable
- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
 Student services offered by Lincoln Technical Institute, Somerville campus include: student orientation, academic advising, academic tutoring, referral services, and employment services (i.e. job fairs, Career Edge, and graduate workshops).

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

Yes No Not Applicable

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

Mr. Antoine Jones, director of career services, is the person responsible for the oversight of advising students on employment opportunities. Mr. Jones holds a bachelor's degree in history and secondary education from Fitchburg State College in Fitchburg, Massachusetts. Mr. Jones has over seven years' experience as a director of career services, including his current position at Lincoln Technical Institute, Somerville campus.

4.61 Does the campus offer employment assistance to all students?

Yes No Not Applicable (campus enrolls only international students on a student visa)

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes No

4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 260

The ending enrollment reported on the previous year's CAR is 260

4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

Yes No Not Applicable

4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?

Yes No Not Applicable (campus does not participate in financial aid)

4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

The financial aid department provides an entrance loan counseling session, advising students on their loan repayment obligations. Students with unsubsidized/subsidized direct loans complete exit counseling through the studentloans.gov website. Students are also required to log into the National Student Loan Database System (NSLDS) to view their loan information.

4.67 Describe the extracurricular activities of the campus (if applicable).

Lincoln Technical Institute, Somerville campus, has a variety of extracurricular activities offered to students, including: a student ambassador program, student appreciation events, blood drives, job fairs, and fundraisers (i.e. coloring book and crayon drive for Boston Children's Hospital).

5. EDUCATIONAL ACTIVITIES

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes No

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Mr. Jonathan Newell is the director of education and holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in

Salem, Massachusetts. Mr. Newell has been with Lincoln Technical Institute, Somerville campus, since June, 2012. Prior to his current position, Mr. Newell served as director of education at American Career Institute for two years and has been in education since 2006 serving in various leadership and teaching positions.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The campus holds regular meetings to discuss the state of the various programs. There is extensive documentation of meeting minutes from each department with a codified agenda. Staff meetings are also held regularly, management meetings are well documented, and program administration and student needs are a recurring topic. In addition, staff and faculty reported to the team a well-functioning and personable leadership structure.

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?

(a) Development of the educational program.

Yes No

(b) Selection of course materials, instructional equipment and other educational resources.

Yes No

(c) Systematic evaluation and revision of the curriculum.

Yes No

(d) Assessment of student learning outcomes.

Yes No

(e) Planning for institutional effectiveness.

Yes No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

Yes No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

Yes No (*Skip to question 5.10*)

5.10 Does the campus have any programs with current specialized or programmatic accreditation?

Yes No (*Skip to question 5.14*)

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?

Yes No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes No

- 5.16 What provisions are made for individual differences among students?
Syllabi show varied teaching modalities and faculty report intentional variation in teaching delivery which is deliberately designed to reach multiple learning styles in each delivery period. There is evidence in the faculty files showing classroom observation to verify compliance. The school uses the Bethel, Maine Learning Pyramid to ensure classroom delivery touches on all learning styles outlined in this mode.
- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
There is a curriculum committee above the campus level. Each campus and program has a representative serving on the committee. Members of the committee or individual faculty at any campus may submit concerns or suggestions to their representative for presentation to the committee, which they then may decide to implement the change if deemed necessary.
- 5.18 Does the faculty participate in this process?
 Yes No
- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?
 Yes No
- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
 Yes No Not Applicable (campus does not award such credit)
- If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
 Yes No Not Applicable (no student has made such a request)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
 Yes No
- 5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.23*)
- (a) Facilities.
 Yes No
- (b) Instructional equipment.
 Yes No
- (c) Resources.
 Yes No
- (d) Personnel.
 Yes No
- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
 Yes No
- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
 Yes No
- 5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review

of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

Yes No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

Yes No Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?

Yes No

If *Yes*, how is this documented?

Records are kept on file in the education office along with subject and agenda. In addition, certificates of completion for in-service training are included in each faculty file as part of their faculty development plans.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

Yes No

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes No

If *Yes*, do the contracts and/or agreements comply with all requirements of the applicable criterion?

Yes No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The campus is located at 5 Middlesex Avenue in Somerville, Massachusetts. The building is located within minutes of downtown Boston, Cambridge, Route 128 and Route 93. The campus is 33,000 square feet and has two medical labs, six computer labs, a pharmacy lab, a massage lab, a massage clinic and multiple lecture rooms. The campus is within walking distance of the Sullivan T-Station. The building offers excellent natural light, ample on-site parking, and is adjacent to Assembly Square Mall. Lincoln Technical Institute, Somerville ensures that students are provided with a clean, safe adequately equipped facility. Students have appropriate access to computer and medical labs both

for classes and for individual practice and study. Restrooms, a student lounge, and other non-classroom spaces are of appropriate number and size to meet the needs of the student population.

- 6.02 Does the campus utilize any additional space locations?
 Yes No
- 6.03 Does the campus utilize campus additions?
 Yes No
- 6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
 Yes No
- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
- (a) Equipment
 Yes No
- (b) Instructional tools
 Yes No
- (c) Machinery
 Yes No
- 6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
 Yes No Not Applicable

7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
 While the team was on-site, the campus published the 2014-2016 catalog and addendum, volume 24, effective June 2014, which the team used for the evaluation.
- 7.02 Does the self-study or additional location application part II accurately portray the campus?
 Yes No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
 Yes No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.
 Yes No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page.
 Yes No
- (c) The names and titles of the administrators.
 Yes No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
 Yes No
- (e) A statement of accreditation
 Yes No Not Applicable (initial applicant)

- (f) A mission statement.
 Yes No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
 Yes No
- (h) An academic calendar.
 Yes No
- (i) A full disclosure of the admission requirements.
 Yes No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
 Yes No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
 Yes No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
 Yes No
- (m) A definition of the unit of credit.
 Yes No Not Applicable (The campus does not award credit)
- (n) A complete explanation of the standards of satisfactory academic progress.
 Yes No
- (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
 Yes No
- (p) The transfer of credit policy.
 Yes No
- (q) A statement of the tuition, fees, and any other charges.
 Yes No
- (r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
 Yes No Not Applicable (no scholarships, grants, or loans offered)
- (s) The refund policy.
 Yes No
- (t) A statement describing the student services offered.
 Yes No
- (u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
 Yes No Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

- Yes No

7.06 Does the campus offer courses and/or programs via distance education?

- Yes No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

- Yes No (Skip to Question 7.08.)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

Yes No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes No

7.08 Is the catalog available online?

Yes No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes No

7.09 Does the campus utilize a multiple-school catalog?

Yes No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?

Yes No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

Yes No

7.12 Where does the campus advertise (publications, online, etc.)?

The campus advertises through print media, radio ads, and their website.

Are all print and electronic advertisements under acceptable headings?

Yes No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes No (*Skip to Question 7.14.*)

7.14 Does the campus utilize services funded by third parties?

Yes No (*Skip to Question 7.15.*)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?

Yes No Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The campus provides placement rates and completion rates by program.

Where is this information published and how frequently is this information being updated?

This information is published on the campus' website and is updated annually with the submission of each CAR.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?

Yes No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

Yes No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

Yes No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

The campus relies on a contract for information services and library resources provided at the corporate level. They monitor student and teacher feedback and are able to present feedback to the corporate management for changes or additions to the resources.

Are these methods appropriate?

Yes No

8.06 Is the library staff adequately trained to support the library?

Yes No

8.25 Are appropriate reference materials and periodicals available for all programs offered?

Yes No

8.26 Are the instructional resources organized for easy access, usage, and preservation?

Yes No

8.27 Is there a current inventory of instructional resources?

Yes No

- 8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
 Yes No

9. PROGRAM EVALUATION

Certificate in Criminal Justice

- 9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
 Mr. Jonathan Newell is the director of education and holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in Salem, Massachusetts. Mr. Newell is advised by Mr. Richard Vivier, the lead instructor of the campus' criminal justice program. Mr. Vivier holds a master's degree in criminal justice from Western New England College and a bachelor's degree in law enforcement from Western New England College in Springfield, Massachusetts. Prior to Mr. Vivier's employment with the campus, he spent 28 years in the law enforcement field. Mr. Vivier entered the law enforcement field as a special police officer, and he retired as an Assistant Deputy Superintendent. While serving as an Assistant Deputy Superintendent Mr. Vivier was assigned as the Middlesex Sheriff's Office's chief investigator.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Additional Location Inclusion only)
 (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
 During 2013, the criminal justice program's students were exposed to a total of 32 community outreach events. The outreach events consisted of guest lectures from the local, regional and federal law enforcement and private security agencies. Further, the criminal justice program's students visited local policing, correctional and judicial agencies. The criminal justice students participated in many outreach activities; as an example, the student's role-played in a mock court trial held at a local courthouse. The student represented all participants of a criminal trial; i.e., the defendant, victim, witness, defense team, prosecution team, judge, jury, clerk and the bailiff.

In addition, the campus has established an advisory committee. The advisory committee's members are representative of the local community's criminal justice and private security professions. The advisory committee has been instrumental in promoting the notoriety, value and acceptance of the campus' criminal justice program within the local criminal justice and private security community.

- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods
 Yes No
 - (i) Assessment criteria
 Yes No
 - (j) Method of evaluating students
 Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

If *No*, insert the section number in parentheses, list the courses, and explain:

The program does assign and grade homework for this program; however, the campus did not submit a Clock to Credit hour conversion application for the certificate in criminal justice program and does not receive credit through Title IV for out of class work.

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were 17 calls made to employers and students.

How many calls to employers or graduates were successful?

There were nine successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

There were nine calls that confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes No Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 9.24*)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes No Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes No Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:

The program does assign and grade homework for this program, however, the campus did not submit a Clock to Credit hour conversion application for the certificate in criminal justice program and does not receive credit through Title IV for out of class work.

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.
 Yes No
- (b) Instructional equipment.
 Yes No
- (c) Resources.
 Yes No
- (d) Personnel.
 Yes No
- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.
 Yes No
- (b) Well-defined instructional objectives.
 Yes No
- (c) The selection and use of appropriate and current learning materials.
 Yes No
- (d) Appropriate modes of instructional delivery.
 Yes No
- (e) The use of appropriate assessment strategies.
 Yes No
- (f) The use of appropriate experiences.
 Yes No
- 9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
 Yes No
- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?
 Yes No
- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
 Yes No
- 9.31 What is the current student/teacher ratio?
 (Calculate the student/teacher ratio by using the following formula:
 -Add the number of students enrolled in the program-specific courses (courses with program prefix)
 -Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).

The current student to teacher ratio is 10:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes No

GENERAL COMMENTS:

All of the courses that make-up the campus' criminal justice certificate program are essential in broadening the students' in-depth understanding of an eclectic United States criminal justice system. The courses are designed to enhance the students' understanding of the required knowledge, skills, abilities and other characteristics in which are mandated by contemporary criminal justice systems; i.e., policing, corrections and the judiciary.

COMMENDATIONS:

The campus' criminal justice program's lead, Mr. Richard Vivier, has brought not only many years of experience to the program, but also brings a high level of leadership, managerial skills, care, enthusiasm and a long list of outside supporters, which is evident in the more than 30 outreach events during 2013.

In addition, Mr. Vivier has extended his many years of experience to graduates of the campus' criminal justice program by serving as their mentor while seeking employment in the criminal justice field, and in their pursuit of higher education.

9. PROGRAM EVALUATION

Certificate Program in Massage Therapy

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes No (Skip to question 9.02)

If Yes, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The certificate program in massage therapy at Lincoln Technical Institute, Somerville campus, offers a blend of fundamental business skills and didactic and experiential tools that provide students with the necessary skills to obtain licensure in the field.

(a) Is there a federal or state licensing agency pass rate established for this program?

Yes No

(b) What are this program's pass rates for the past three years?

Year: Pass Rate:

Not Available

Year: Pass Rate:

Not Available

Year: Pass Rate:

Not Available

(c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?

Yes No Not Applicable

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Jonathan Newell is the director of education and holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in Salem, Massachusetts. Mr. Newell is advised by Ms. Lori Forman, lead instructor. Lori Forman holds a certificate from

Finger Lakes School of Massage. She is licensed to provide massage therapy through the Commonwealth of Massachusetts, Division of Professional Licensure, Board of Massage Therapy. [REDACTED]

- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Additional Location Inclusion only)
 (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
 Students were invited to a variety of events, including several tours of establishments to explore career paths related to providing different types of massage, guest speakers who demonstrated massage modalities and opportunities to meet local employers.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:

- (a) Title and course descriptions
 Yes No
- (b) Course numbers
 Yes No
- (c) Course prerequisites and/or corequisites
 Yes No
- (d) Instructional contact hours/credits
 Yes No
- (e) Learning objectives
 Yes No
- (f) Instructional materials and references
 Yes No
- (g) Topical outline of the course
 Yes No
- (h) Instructional methods
 Yes No
- (i) Assessment criteria
 Yes No
- (j) Method of evaluating students
 Yes No
- (k) Date the syllabus was last reviewed
 Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

- (l) Out-of-class work assignments that support the learning objectives for the course
 Yes No Not Applicable (Additional Location Inclusion OR clock hour program)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
 Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

- 9.16 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- 9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
 Yes No
- 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
 Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were 10 attempted calls to graduates and employers.

How many calls to employers or graduates were successful?

The team made two successful contacts in the certificate in massage therapy program.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Two of the two successful contacts confirmed graduate employment as reported on the 2013 CAR.

- 9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
 Yes No Not Applicable
- 9.20 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to question 9.24*)
- 9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

Class preparations and study tools are assigned for completion out-of-class. Evidence of documentation and assessment for grading purposes was noted via the campus computer grading system, Engrade.

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
 (a) Facilities.
 Yes No
 (b) Instructional equipment.
 Yes No
 (c) Resources.
 Yes No
 (d) Personnel.
 Yes No
- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
 (a) Systematic planning.
 Yes No
 (b) Well-defined instructional objectives.
 Yes No
 (c) The selection and use of appropriate and current learning materials.
 Yes No
 (d) Appropriate modes of instructional delivery.
 Yes No
 (e) The use of appropriate assessment strategies.
 Yes No
 (f) The use of appropriate experiences.
 Yes No
- 9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
 Yes No
- 9.26 Do the faculty members’ qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes No

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes No

9.31 What is the current student/teacher ratio?

(Calculate the student/teacher ratio by using the following formula:

-Add the number of students enrolled in the program-specific courses (courses with program prefix)

-Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).

The current student to teacher ratio is 9:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes No

GENERAL COMMENTS:

The team thanks the staff and faculty of Lincoln Technical Institute, Somerville campus, for a gracious and enthusiastic welcome.

COMMENDATIONS:

Students note their appreciation for innovative teaching methods, mindfully created course work and informational and challenging class materials. In addition, students note their respect for, and enjoyment of, helpful, approachable staff and faculty at the Somerville campus.

9. PROGRAM EVALUATION

Certificate in Medical Assistant

Certificate in Medical Office Assistant

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes No (*Skip to question 9.02*)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Jonathan Newell is the director of education and holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in Salem, Massachusetts. Mr. Newell is advised by Ms. Erjola Merdani who has been the lead instructor for the allied health programs since January 2008. She has oversight of medical assistant and medical office assistant programs. Ms. Merdani earned a diploma in medical assistant from Bryman Institute in Brighton, Massachusetts. Ms. Merdani has six years of administrative and clinical experience.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

- Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Additional Location Inclusion only)
 (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
 The following community resources are utilized to enrich the program: a program advisory committee that meets bi-annually and whose members include local medical and business representatives; field trips -- a recent trip included visiting the Body World Exhibit to observe the human anatomy for application in the course work; and a guest speaker, Ms. Rosemary Crowley, from Everett Family Care, Massachusetts General Hospital, spoke on March 26, 2014 about Health Insurance Portability Act of 1996 (HIPAA), patient care and the billing office duties.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
 (a) Title and course descriptions
 Yes No
 (b) Course numbers
 Yes No
 (c) Course prerequisites and/or corequisites
 Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following numbers of calls, by program, were made to students and employers for the following programs:

Certificate in Medical Assistant: 10

Certificate in Medical Assistant with externship: 12

Certificate in Medical Office Assistant: 6

Certificate in Medical Office Assistant with externship: 6

Note: The certificate in medical assistant with externship and certificate in medical office assistant with externship are no longer offered and were not reviewed by the team

How many calls to employers or graduates were successful?

Certificate in Medical Assistant: 3

Certificate in Medical Assistant with externship: 2

Certificate in Medical Office Assistant: 3

Certificate in Medical Office Assistant with externship: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Each call confirmed the employment of the graduates as reported on the 2013 CAR with the exception of the medical assistant and medical office assistant programs that had one placement each that the team was unable to confirm.

If *No*, insert “Section 3-1-303(a)” in parentheses and explain:

(Section 3-1-303(a)): There were two calls that did not confirm appropriate placement as reported in the 2013 CAR. In addition, the CAR back up data does not match the CAR data with respect to graduates who were not placed.

Ms. Jacqueline Tablingwa, medical office assistant graduate in September 2012, was contacted during the visit. She confirmed she has been working at Charles River Centre, but not as a residential counselor as reported on the CAR. Ms. Tablingwa stated she is working in an assigned house to do laundry and cleaning. Additionally, she stated that no aspect of her degree is used in her job. The campus presented information from the employer that states that the employee does use some of her skills learned in her program. This information presented to the team was in conflict, thus the team was unable to confirm the appropriateness of the placement.

Mr. Luis Davila graduated from the medical assistant program in July 2012 with a reported placement location of MenMD as a case manager in the 2013 CAR. Mr. Davila stated during the phone interview that he was employed by MenMD but has always been a patient service coordinator with the job task of doing pharmacy sales only. The campus provided e-mail evidence from the employer confirming he was hired as a patient service coordinator. This conflicting information rendered the team unable to confirm the placement.

The 2013 CAR and back up data does not match for the medical assistant program in two categories. The CAR shows 44 placed in field of study or related field and 15 not working with a total of 59 while the CAR back up data shows 43 placed in field or related field and 16 in not working with a total of 59.

- 9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
 Yes No Not Applicable
- 9.20 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to question 9.24*)
- 9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

Graded homework from recent assignments and projects and electronic grade books evidence evaluation of out-of-class work for the allied health programs.

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.
 Yes No
- (b) Instructional equipment.
 Yes No
- (c) Resources.

Yes No

(d) Personnel.

Yes No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes No

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes No

9.31 What is the current student/teacher ratio?

(Calculate the student/teacher ratio by using the following formula:

-Add the number of students enrolled in the program-specific courses (courses with program prefix)

-Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).

The student/teacher ratio is 12:1 in the certificate in medical assistant and 10:1 in the certificate in medical office assistant.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes No

9. PROGRAM EVALUATION

Certificate in Pharmacy Technician

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes No (Skip to question 9.02)

If Yes, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The team reviewed the Massachusetts state board of pharmacy regulations which requires all pharmacy technicians to be registered with the board of pharmacy. Training programs are required to include "coverage of the topics of job descriptions, pharmacy security, commonly used medical abbreviations, routes of administration, product selection, final check by pharmacists, guidelines for the use of pharmacy technicians, and any other requirements of the Board."

The team reviewed the course content of PHT 110, Pharmacy Systems; PHT 111, Dosages and Calculations; PHT 112, Therapeutic Response to Medications; PHT 113, Therapeutic Response to Medications; PHT114, Medical Ethics, Safety and the Law; PHT 115, Pharmacy Technician Practical; and PHTEXT Pharmacy Technician Externship. The course content meets the educational requirements established by the Massachusetts board of pharmacy.

(a) Is there a federal or state licensing agency pass rate established for this program?

Yes No

(b) What are this program's pass rates for the past three years?

Year: 2011 Pass Rate:

Not Available

Year: 2012 Pass Rate:

Not Available

Year: 2013 Pass Rate:

Not Available

(c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?

Yes No Not Applicable

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Jonathan Newell is the director of education and holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in Salem, Massachusetts. Mr. Newell is advised by Ms. Jacquelyn Graham. Ms. Jacquelyn Graham is the lead instructor for the pharmacy program and advises Mr. Newell in content administration. Ms. Graham possesses a bachelor's degree in pharmaceutical management from Massachusetts College of Pharmacy and Health Sciences, in Boston, Massachusetts. The team found documentation in Ms. Graham's employee that she possesses a Massachusetts' state license from the Department of Public Health as a registered pharmacy technician with an expiration date of January of 2016. She is certified through the Pharmacy Technician Certification Board (PTCB) until July 2014.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
- (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Additional Location Inclusion only)
- (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
 The team reviewed the minutes of the most recent advisory board meetings of the Somerville campus. The meeting minutes reflected a discussion on the current curriculum and its relevance on the role of the pharmacy technician in the practice of pharmacy today. Members of the advisory are from a variety of pharmacy employment environments that include CVS Pharmacy, Walgreens, Rite Aid Pharmacy, Tufts Medical Center (hospital pharmacy), Omnicare Pharmacy (long-term and specialty care services), and the Department of Veteran Affairs. Each of these advisory board members are able to validate the curriculum and provide the campus' pharmacy technicians with extern site assignments and possibly future employment.
- The pharmacy technician program utilizes outside speakers to augment the pharmacy educational experience. The team reviewed the guest speaker/activity log and sign-in sheet for students for presentations conducted on December 20, 2013 (Acton Pharmacy) and March 26, 2014 (Community Engagement).
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
- (b) Course numbers
 Yes No
- (c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The team attempted 10 calls to employers or graduates of the pharmacy technician program.

How many calls to employers or graduates were successful?

There were 10 successful calls to employers or graduates.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The team successfully confirmed employment of 10 graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes No Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 9.24*)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes No Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes No Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team reviewed the instructor's electronic grade book, Engrade, and noted that homework assignments were being assigned by the instructor and graded. Students are capable of viewing their grades and attendance in Engrade.

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes No

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes No

9.31 What is the current student/teacher ratio?

(Calculate the student/teacher ratio by using the following formula:

-Add the number of students enrolled in the program-specific courses (courses with program prefix)

-Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).

The current student/teacher ratio for the pharmacy technician program is 12:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes No

COMMENDATIONS:

The team would like to commend the lead instructor, Ms. Jacqueline Graham, on the overall organization of the operations of the pharmacy technician program at the Somerville campus of Lincoln Technical Institute.

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

<u>Number</u>	<u>Citation</u>	<u>Summary Statement</u>
1.	Section 3-1-303(a)	The team was unable to verify placements reported on the 2013 CAR, and there were discrepancies between the report and the backup data (page 34).

RECOMMENDATIONS

Pharmacy

- Remove the following skill sets from the pharmacy externship form since these are not tasks a pharmacy technician is expected to perform:
 - a. Purchasing of equipment
 - b. Monitoring regulatory concerns
 - c. Appointment scheduling
 - d. Posting
 - e. Bookkeeping skills
 - f. Charting

Medical Assistant

- Classroom observations are completed and signed by the director of education, Mr. Jon Newell, for all full-time and adjunct faculty. While Mr. Newell as director of education is appropriate and qualified to evaluate the delivery methods and engagement techniques, Ms. Erjola Merdani, as lead instructor, should document her input in classroom observations as the subject matter expert for content.

Massage Therapy

- Provide additional focus on standardized test preparation for the massage therapy program in order to increase student confidence and skills when interfacing with this testing format, which is required prior to eligibility for licensure and ability to practice in the field.

Criminal Justice

- Add a sociology course to the curriculum. This suggestion was from a student that felt that as a future criminal justice professional, he would benefit from an enhanced knowledge of societal issues. Presently, the criminal justice program offers CJS203, Cultural Diversity for Criminal Justice Professionals, which is the closest offering to a sociology course.

Admissions

- During the admissions process, students are interviewed on their educational background for potential transfer credit opportunities. The team recommends more emphasis on documenting industry certification and work history in professional areas to ensure that student are not taking courses that they may not need.

From: Harpal Dhillon <harpalsd2007@[REDACTED]>
Sent: 10/11/2014 1:45:31 PM -0400
To: Trina Green <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/62ea1b35682547bd805a9375495c8894-tgreen>
CC: Chinita D. Obi <cobi@[REDACTED]> Harpal Dhillon <harpalsd2007@[REDACTED]>
Subject: Error in Deposit for Expense Claim
Attachments: Expense Report Status Change.docx; ACICS Deposits-Oct. 10, 2014.docx

Dear Ms. Green:

With reference to the communication concerning the deposit of payments for my expense claim for a site visit to Le Cordon Bleu College (Report/Voucher No. 18145), there is a mismatch between the amount approved (\$ 1758.10) and the amount deposited in my account (\$ 1467.84). The relevant documentation is attached.

Please check the paper work and get the deposited amount corrected.

Thank you for your consideration.

Sincerely,
Harpal Dhillon



INITIAL GRANT VISIT REPORT

**Le Cordon Bleu College of Culinary Arts
8511 Commodity Circle, Suite 100
Orlando, FL 32819-8511**

ACICS ID Code: 00019776

Mr. Lamar Farr, Market President-Orlando & Miami (lfarr@orlando.chefs.edu)

(ACICSINFO@Orlando.chefs.edu)

MAIN CAMPUS

**Sanford Brown College
3725 W. Grace Street
Tampa, FL 33607**

Main Campus ID Code: 00011161

September 15 and 16, 2014

Dr. Harpal S. Dhillon	Chair	President, Intelligent Education Solutions, Inc.	Annandale, VA
Mr. Barry D. Fayne	Student-Relations Specialist	Former Dean, Brown Mackie College	Birmingham, AL
Dr. Hieu Jack Phan	Educational Activities/Library	Director, Criminal Justice, Southern Arkansas University	Olathe, KS
Ms. Chinita D. Obi	Staff Representative	ACICS	Washington, DC

PROGRAMS OFFERED BY

750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • T - 202.336.6760 • F - 202.842.2593 • www.acics.org

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

**PROGRAMS OFFERED BY
Le Cordon Bleu College of Culinary Arts
Orlando, Florida**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./ Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement (%)			
						2012		2013	
						Ret.	Pla.	Ret.	Pla.
Associate of Science	Academic Associates	Le Cordon Bleu Culinary Arts*	1550	107	530/0	88%	79%	75%	77.3%
Associate of Science	Associate of Science	Patisserie and Baking*	1510	106	200/0	80%	60%	86%	76.4%
Diploma	Diploma	Le Cordon Bleu Culinary Arts*	940	55	91/0	75%	75%	70%	69.2%
Diploma	Diploma	Patisserie and Baking*	940	55	0/0**	60%	60%	76%	47.1%
TOTAL ENROLLMENT					821/0				

Notes:

Typed in bold are any retention rates below 65 percent (programs >1 year in length) or 70 percent (programs ≤ 1 year in length) and any placement rates below 70 percent.

* Program(s) not reviewed because of specialized accreditation [American Culinary Federation, expiring in December 2014]

** Enrollment of new students to the certificate (diploma) program in patisserie and baking was stopped in January 2013, in response to decreasing number of students in this program. The administration of the school has now made some strategic decisions concerning this program. New enrollment will resume in the first quarter of 2015, with total enrollment limited to 100.

INTRODUCTION

Le Cordon Bleu of North America is the largest provider of quality culinary arts education worldwide. The network of 17 Le Cordon Bleu schools in the United States offers culinary students a hands-on education with faculty dedicated to providing students with the necessary skills, knowledge, support and guidance to pursue fulfilling career opportunities in the culinary arts and patisserie and baking. Le Cordon Bleu College of Culinary Arts (LCBC) is a member of the Career Education Corporation (NASDAQ:CECO) network of universities, colleges and schools.

In 1999, Le Cordon Bleu North America partnered with Career Education Corporation (“CEC”) to develop Le Cordon Bleu branded schools in the United States. Three years later, Orlando Culinary Academy (“OCA”) opened its doors for the inaugural class to provide Le Cordon Bleu programs delivered in a comprehensive, challenging, and hands-on format. Since then, LCBC developed a solid reputation, and Orlando culinary arts school graduates have secured employment in some of the most prestigious and recognized companies in the industry.

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 provided 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.

Based upon the impacts from Gainful Employment legislation and feedback from alumni, LCBC Orlando and many of the other schools that are part of Le Cordon Bleu of North America made many sweeping changes to the operations and design of the overall business model in the spring of 2011. The intended outcome was to enhance the quality of culinary arts and patisserie and baking (‘P&B’) curricula while reducing the cost of education and the resulting student debt level associated with this education.

Currently, the Orlando campus of LCBC has 821 full-time students in two academic associate degree (730 students) and two diploma programs (91 students). All four programs received specialized program accreditation from the American Culinary Federation (ACF).

The student population has about 50 percent male and 50 percent female split. The student age distribution is skewed towards young adults with 18 percent of the student population in 17 to 19 years age group, and 54 percent students in the 20 to 29 years age group. Only four percent of the students at this campus are older than 50 years. Although 84 percent of the students did not identify themselves as members of a specific ethnic group in 2014, data for student ethnicity for 2012 and 2013 indicated that the ‘White’ and ‘African-American’ students accounted for 85 percent of the student population during those years.

The only unusual situation at this school involves the administration’s decision to temporarily stop enrolling students in the patisserie and baking diploma (certificate) program in January 2013. The ACICS team was informed that, in response to an improved employment market, new enrollments will be resumed in early 2015, with the total number of students in this program not to exceed 100 at any time.

1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement for LCBC is presented on page 6 in the 2014-2015 school catalog effective May 2014-May 2015.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
 Yes No
- 1.03 Are the objectives devoted substantially to career-related education?
 Yes No
- 1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
 Yes No
(b) The modes of delivery.
 Yes No
(c) The facilities of the campus.
 Yes No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
 Yes No
- 1.06 Is the campus committed to successful implementation of its mission?
 Yes No

If *No*, insert the section number in parentheses and explain:

CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
 Yes No
- 1.08 If the campus is a branch, does the branch have its own CEP, separate from the main campus IEP?
 Yes No Not Applicable
- 1.09 Does the CEP describe the following?

- (a) The characteristics of the programs offered.
 Yes No
- (b) The characteristics of the student population.
 Yes No
- (c) The types of data that will be used for assessment.
 Yes No
- (d) Specific goals to improve the educational processes.
 Yes No
- (e) Expected outcomes of the plans.
 Yes No

1.10 Are the following five required elements evaluated in the CEP?

- (a) Student retention.
 Yes No
- (b) Student placement.
 Yes No Not Applicable (new branch only)
- (c) Level of graduate satisfaction.
 Yes No Not Applicable (new branch only)
- (d) Level of employer satisfaction.
 Yes No Not Applicable (new branch only)
- (e) Student learning outcomes.
 Yes No

1.11 Define the measurable student learning outcomes used by the campus and how these outcomes are being assessed.

The following direct/indirect measurable indicators of student learning outcomes are being utilized at LCBC:

- Student engagement measured through the number of (i) qualitative warnings, (ii) quantitative warnings, and (iii) probationary status determinations per 100 students;
- pass percentage in standardized examinations such as National Certified Professional Food Manager Test conducted by National Environmental Health Association (NEHA);
- quantitative evaluation of capstone projects and externship projects;
- quantitative and qualitative assessment of student portfolios;
- Numeric measure of employer satisfaction with the performance of recent LCBC graduates; and
- Trends in grade point distribution in specific courses, and cumulative grade point averages for students.

1.12 Are the following identified and described in the CEP?

- (a) The baseline data for each outcome.
 Yes No Not Applicable
- (b) The data used by the campus to assess each outcome.
 Yes No Not Applicable
- (c) How the data was collected.
 Yes No Not Applicable
- (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
 Yes No Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes No Not Applicable (new branch or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes No Not Applicable (new branch only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

(a) A listing of the actions aimed at improving the student retention rates is provided below:

- focusing on student attendance through indicators such as ‘last day of attendance’ (LDA) and re-enter and return from ‘leave of absence’ (LOA);
- investigation of timing and reasons for dropping out of the school, with the objective of identifying effective corrective actions;
- responding to results of student course evaluations and student satisfaction surveys with prompt and meaningful corrective actions, when appropriate;
- enhancement of student engagement through the creation and implementation of more engaging classroom dynamics; and
- creation of opportunities for students to participate in clubs and community service groups/activities in the school.

(b) The actions aimed at improving graduate placement rate are listed below:

- controlling the number of new enrollments in each degree/certificate program in response to variations in the employment market demands;
- developing and maintaining a network of prospective employers and involving representatives of some employers in the program advisory boards;
- making well-timed modifications in curriculum to cater to the changing skill needs of the employers of LCBC graduates; and
- preparing graduates for successful pursuit of job opportunities by helping them with resume development and mock job interviews in the office of career services.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes No

(b) That specific activities listed in the plan have been completed.

Yes No

(c) That periodic progress reports have been completed.

Yes No

- 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

Mr. Lamar Farr, the Le Cordon Bleu market president for Florida, is the chair of the CEP committee charged with the responsibility for implementing and monitoring the CEP for the Orlando campus.

Mr. Farr was appointed as the Florida market president at LCBC in March 2014. Prior to his employment at LCBC, Mr. Farr was senior and regional vice president at Strayer Education, Inc. from 2007 to 2014. He worked as a senior manager/manager at three different organizations between 2003 and 2007.

Mr. Farr earned a bachelor of arts degree in sociology from Cocker College in Hartsville, South Carolina. He secured the master of business administration (MBA) degree from Baker College Center for Graduate Studies in Flint, Michigan.

The other members of this committee are

- director of career services
- director of Procurement
- director of Admissions
- business Operations Manager
- associate Registrar
- three lead instructors

- 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?
 Yes No Not Applicable (new branch or initial applicant only)

2. ORGANIZATION

- 2.01 Is the following information regarding the campus appropriately stated in the catalog?
(a) Governance, control, and corporate organization.
 Yes No
(b) Names of the trustees, directors, and/or officers.
 Yes No

(c) Names of the administrators.

Yes No

2.02 Does the campus:

(a) Adequately train its employees?

Yes No

(b) Provide them with constant and proper supervision?

Yes No

(c) Evaluate their work?

Yes No

2.03 Is the administration of the campus efficient and effective?

Yes No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

Yes No

(b) Know the person to whom they report?

Yes No

(c) Understand the standards by which the success of their work is measured?

Yes No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

Yes No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

Yes No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

Yes No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

Yes No Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?

Mr. Lamar Farr, the Le Cordon Bleu market president for Florida, is the chair of the CEP committee charged with the responsibility for implementing and monitoring the CEP for the Orlando campus.

Mr. Farr was appointed as the Florida market president at LCBC in March 2014. Prior to his employment at LCBC, Mr. Farr was senior and regional vice president at Strayer Education, Inc. from 2007 to 2014. He worked as a senior manager/manager at three different organizations between 2003 and 2007.

Mr. Farr earned a bachelor of arts degree in sociology from Cocker College in Hartsville, South Carolina. He secured the master of business administration (MBA) degree from Baker College Center for Graduate Studies in Flint, Michigan

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes No

3.02 Are all staff well trained to carry out administrative functions?

Yes No

3.03 Who is the on-site administrator, and what are this person's qualifications.

Mr. Lamar Farr, the Le Cordon Bleu market president for Florida, is the chair of the CEP committee charged with the responsibility for implementing and monitoring the CEP for the Orlando campus.

Mr. Farr was appointed as the Florida market president at LCBC in March 2014. Prior to his employment at LCBC, Mr. Farr was senior and regional vice president at Strayer Education, Inc. from 2007 to 2014. He worked as a senior manager/manager at three different organizations between 2003 and 2007.

Mr. Farr earned a bachelor of arts degree in sociology from Cocker College in Hartsville, South Carolina. He secured the master of business administration (MBA) degree from Baker College Center for Graduate Studies in Flint, Michigan

3.04 Does the campus list degrees of staff members in the catalog?

Yes No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes No Not Applicable (campus does not participate in financial aid)

(b) Admissions.

Yes No

(c) Curriculum.

Yes No

(d) Accreditation and licensure.

Yes No

(e) Guidance.

Yes No

(f) Instructional resources.

Yes No

(g) Supplies and equipment.

Yes No

(h) The school plant.

Yes No

(i) Faculty and staff.

Yes No

(j) Student activities.

Yes No

(k) Student personnel.

= Yes No

3.06 Does the campus admit ability-to-benefit students?

Yes No (*Skip to Question 3.11.*)

3.11 Do student files contain evidence of graduation from high school or the equivalent?

Yes No

3.12 Are appropriate transcripts maintained for all students?

Yes No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

Yes No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?

Yes No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes No

If *No*, insert the section number in parentheses and explain:

██████

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

Yes No

If *No*, insert the section number in parentheses and explain:

██████

GENERAL COMMENTS:

The administration personnel at the Orlando campus of LCBC deserve to be commended for operating an impressive educational institution, despite the short tenure of most of the top level administrators at this campus. Interviews with students and faculty confirmed the existence of a positive environment for instructors and students at this campus. The student externship opportunities available for students are diverse and very beneficial for students.

4. RELATIONS WITH STUDENTS

FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

Fifty student files were reviewed for compliance with the criteria and admissions policy. Of the files reviewed 15 were beginning enrollees, 10 were new enrollees, 5 were re-entries, 10 were withdrawn students and 10 were graduates.

4.02 Does the campus ensure that its student relations reflect high ethical standards?

Yes No

4.03 Does the campus have appropriate admissions criteria?

Yes No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

Yes No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

Yes No

4.06 Does the admissions policy conform to the campus's mission?

Yes No

4.07 Is the admissions policy publicly stated?

Yes No

4.08 Is the admissions policy administered as written?

Yes No

4.09 Does the campus use an enrollment agreement for each enrolled student that:

(a) Clearly outlines the financial obligations of both the institution and the student?

Yes No

(b) Outlines all program related tuition and fees?

Yes No

(c) Has a signature of the student and the appropriate school representative?

Yes No

If *No* for any item, insert the section number in parentheses and explain:

(Section 3-1-414): Some campus enrollment agreements do not contain the required signature of an appropriate school representative. The following two files did not have signatures from a school representative:

Ms. Cindi Gil: Student ID 11B5791713, Pastry and Baking Diploma, withdrew 11/17/12

Mr. Joshua Spivey: Student ID 09B3244993 Pastry and Baking Associate degree, graduated 8/17/12

Is there evidence that a copy of the agreement has been provided to the student?

Yes No

- 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
Mr. Shawn Wenner is the director of admissions at Le Cordon Bleu-Orlando. He holds an associate's degree in recording arts from Full Sail University and a bachelor's and a master's degrees in business administration from American InterContinental University. Mr. Wenner served in various admission's positions at the campus from 2005 through 2011. He then spent two years as the director of admissions at Everest University in Orlando, Florida. He returned to the Le Cordon Blue-Orlando campus in July 2013 in his present position.
- 4.11 Describe how the recruiting process for new students is compatible with the educational objectives for the campus?
An interview with Mr. Wenner, showed a high degree of dedication to ensuring that the recruitment practices at Le Cordon Bleu-Orlando meet the desired educational objectives. The college's educational objectives are best served by the admission of students who are passionate about the culinary industry. The director of admissions ensures the objectives are met through consistent observations of his staff during phone calls and prospective student interviews. Additionally, he provides training to the staff along with training from the corporate office in admission's practices. All of this ensures that institution standards are consistently practiced and will meet the educational objectives of the college.
- 4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
- (a) Courses and programs.
 Yes No
 - (b) Services.
 Yes No
 - (c) Tuition.
 Yes No
 - (d) Terms.
 Yes No
 - (e) Operating policies.
 Yes No
- 4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
 Yes No
- 4.14 Does the state in which the campus operates require representatives to be licensed or registered?
 Yes No
- 4.15 Are the titles of recruitment and enrollment personnel appropriate?
 Yes No

- 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
 Yes No Not Applicable (campus does not participate in financial aid)
- 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
 Yes No
- 4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
 Yes No
- 4.19 Is there evidence that the campus properly awards transfer of credit?
 Yes No Not Applicable
- 4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
 Yes No
- 4.21 Has the campus established articulation agreements with other institutions?
 Yes No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)
- 4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?
 Yes No

1. FOR ALL PROGRAMS

2.

- 4.24 Is the standards of satisfactory academic progress policy published in the catalog?
 Yes No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The standards of satisfactory academic progress policy is published on pages 78-80 of the Le Cordon Bleu College of Culinary Arts 2014-2015 catalog and updated on pages 11-12 of the 2014-2015 catalog addendum.

- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
 (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
 Yes No

(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.

Yes No

(c) Procedures for re-establishing satisfactory academic progress.

Yes No

(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:

Withdrawals.

Yes No

Incomplete grades.

Yes No

Repeated courses.

Yes No

Non-punitive grades.

Yes No Not Applicable (campus does not offer)

Non-credit or remedial courses.

Yes No Not Applicable (campus does not offer)

A warning status.

Yes No Not Applicable (campus does not use)

A probationary period.

Yes No

An appeal process.

Yes No

An extended-enrollment status.

Yes No Not Applicable (campus does not offer)

The effect when a student changes programs.

Yes No Not Applicable (campus only offers one program of study)

The effect when a student seeks to earn an additional credential.

Yes No Not Applicable (campus only offers one credential)

The implications of transfer credit.

Yes No

4.26 Does the campus apply its SAP standards consistently to all students?

Yes No

4.27 Are students who are not making satisfactory academic progress properly notified?

Yes No Not Applicable (no students are in violation of SAP)

4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?

Yes No

- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
 Yes No Not Applicable (all programs are less than two years)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed or allowed to continue without being eligible for Federal financial aid?
 Yes No Not Applicable (all programs are less than two years)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
 Yes No
- 4.32 Are students allowed to remain on financial aid while under warning status?
 Yes No Not Applicable (campus does not participate in financial aid)
- If *Yes*, is the student informed of this policy?
 Yes No
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
 Yes No Not Applicable (there are no such students)
- 
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
 Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
 Yes No Not Applicable (campus does not have extended enrollment)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
 Yes No Not Applicable (there is no such student)
- If *No*, insert the section number in parentheses, list student names, and explain:

- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?

Yes No

4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

At the time the team visited the campus, the academic dean's position was vacant. Ms. Lauren Novak, associate registrar, with assistance from lead chef instructors Chef Michelle Noble, Chef Kathleen Vossenber, and Chef Andrea Zellen administers satisfactory academic progress (SAP). Ms. Novak has a bachelor's degree in anthropology from the University of Florida and a master's degree in anthropology from the University of Central Florida. She earned her registrar certification from Career Education Corporation in 2011. She has been the associate registrar since September 2011. Prior to assuming her position, she was a teaching assistant at the University of Central Florida and an adjunct instructor at the International Academy of Design and Technology and at Le Cordon Bleu-Orlando.

4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

Yes No

4.40 Does the campus finance any of the following? (Mark all that apply.)

(a) Scholarships.

(b) Grants.

(c) Loans.

(d) The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes No

(

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?

Yes No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

Yes No

4.43 Are tuition and fees clearly stated in the catalog?

Yes No

If *Yes*, have students confirmed receiving a copy of the catalog?

Yes No Not Applicable

4.44 Do the financial records of students clearly show the following?

(a) Charges.

Yes No

(b) Dates for the posting of tuition.

Yes No

(c) Fees.

Yes No

(d) Other charges.

Yes No

(e) Payments.

Yes No

(f) Dates of payment.

Yes No

(g) The balance after each transaction.

Yes No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes No Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?

Yes No

4.47 Is the refund policy fair, equitable, and applicable to all students?

Yes No

4.48 Is the campus following its stated refund policy?

Yes No

4.49 Does the campus participate in Title IV financial aid?

Yes No (Skip to question 4.57)

4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?

Ms. Judy Goldfarb is the business operations manager and is responsible for administering student financial aid. Ms. Goldfarb holds a bachelor's degree in interior design from Chamberlain School of Interior Design. She has been in her present position at the campus since June 2014. Previous experience includes five year's experience in financial aid and academic affairs at Strayer University and two years as a financial aid consultant. She is a member

of the National Association of Student Financial Aid Administrators (NASFAA) and the Florida State Association of Financial Aid Administrators (SASFAA).

- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
 Yes No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
 Yes No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
 Yes No
- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
The financial aid office keeps current with regulations and policies through information gained from the NASFAA daily news letter, which is forwarded to all team members, attendance at conferences, information from the corporate office and online classes offered by corporate and the national and state organizations. Recently the office started a four week course on student eligibility as a refresher of the financial aid process. Additionally, Ms. Judy Goldfarb, business operations manager, is a member of both the NASFAA and SASFAA. Documentation for these memberships was found in Ms Goldfarb's personnel record.
- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
 Yes No
- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
 Yes No
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
 Yes No (*Skip to question 4.58.*)
- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
Student services provided by Le Cordon Bleu-Orlando include an orientation for all new students, tutoring for students experiencing academic problems, placement services both long term and while in school, scheduled field

trips and guest speakers, transportation assistance, disabilities, and housing needs. The campus does not conduct personal counseling, but will help refer students to various organization in the local community for assistance.

- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
 Yes No Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
 Ms. Natalie Schaible is the director of career services. She holds an associate's degree in science from Jamestown Community College, a bachelor's degree in nutrition and foods from Cornell University, and a master's in business-marketing from Virginia Tech. She assumed her present position in February 2011. Prior to that she spent two years and as an instructor and general education department chair for Le Cordon Bleu-Orlando. She additionally has eight years experience in the restaurant industry.
- 4.61 Does the campus offer employment assistance to all students?
 Yes No Not Applicable (campus enrolls only international students on a student visa)
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
 Yes No
- If Yes, explain:
 Students are referred to the chefs.edu website which contains data for all culinary schools. Prospective students can pull Le Cordon Bleu data by campus on this site. Data is based on the information in the latest campus accountability report (CAR).
- If Yes, does the campus maintain the required data on its graduates and nongraduates?
 Yes No
- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 984
 The ending enrollment reported on the previous year's CAR is 984
- 4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
 Yes No Not Applicable
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
 Yes No Not Applicable (campus does not participate in financial aid)

- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.

Le Cordon Bleu conducts an active program to ensure its students are fully aware of the payback obligation of their loans. Each student is provided in English and Spanish informational brochure that outline the loan process. The campus emphasizes "responsible borrowing" which encourages students to only borrow what they need for school. This process ensures that students fully understand what and why they are borrowing and the obligations they incur to repay the loan. Students are first briefed at orientation on financial aid responsibility. Then at "touch points" throughout their program, students review their financial aid and are reminded again of repayment obligations. Before students begin externships, near the end of their program, they are met with individually and the loan obligation is reviewed once again. Finally, students must complete the required online federal review of their payback requirements during an exit interview where their loan servicing is established. After the student leaves the campus they have access to a dedicated help team which provides ongoing support.

- 4.67 Describe the extracurricular educational activities of the campus (if applicable).

Le Cordon Bleu-Orlando's goal is to offer extracurricular activities for students that will enhance both their education and career opportunities. Various activities throughout the year are coordinated by career services or academic departments. These include visits by guest chefs, American Culinary Federation local chapter functions, involvement with the Ronald McDonald House, outreach to local employer functions, volunteering at the First Baptist Church, and "Meet the Industry" events at the campus. Active student clubs are Sprouts, Veterans' Club, Student Advisory Committee, the Blue Toque Society and the Tournants which sponsors a competition team.

5. EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
 Yes No

- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

Mr. Lamar Farr, market president, is the interim director of education, oversees the educational activities of all academic programs. Mr. Farr holds an MBA from Baker College, Flint, Michigan and a bachelor's degree in sociology from Coker College, Hartsville, South Carolina. He has served as the interim director of education since June 2014. Prior to his current position, Mr. Farr was a senior and regional vice-president, area manager, national recruiter, and national operations director for 11 years.

At the time of visit, the following lead instructors were identified as assisting Mr. Farr with all educational activities; Chef Kathleen Vossenbergh, Chef Michelle Noble, and Chef Andrea Zelen. The team was informed by the Mr. Farr that the campus is in the process of selecting and appointing one of the three lead instructors to the permanent position of director of education by the end of October 2014.

- 5.03 Does this person have appropriate academic or experiential qualifications?
 Yes No

- 5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility

for the development and administration of the programs.

Program administrators use the academic governance policy as a tool to provide authority and responsibility for development and administration of the programs of study. The campus provided the team with evidence that each faculty member has received and acknowledged the policy as well as their job duties.

There were provisions in place to support the efficiency and effectiveness of the overall administration of the branch. The integrity of the branch is manifested by the professional competence, experience, personal responsibility, and ethical practices demonstrated by the administration and faculty.

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?

(a) Development of the educational program.

Yes No

(b) Selection of course materials, instructional equipment and other educational resources.

Yes No

(c) Systematic evaluation and revision of the curriculum.

Yes No

(d) Assessment of student learning outcomes.

Yes No

(e) Planning for institutional effectiveness.

Yes No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

Yes No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

Yes No (*Skip to question 5.10*)

FOR NEW GRANTS ONLY

5.10 Does the campus have any programs with current specialized or programmatic accreditation?

Yes No (*Skip to question 5.14*)

- 5.11 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas?
- (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 in length)?
 Yes No
- (b) Student placement rate of 70 percent?
 Yes No
- 5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?
 Yes No Not Applicable

How many calls to employers or graduates were attempted?

Diploma program in Culinary Arts: 40

Academic Associate's degree in Culinary Arts: 8

Academic Associate's degree in Patisserie and Baking: 5

How many calls to employers or graduates were successful?

Diploma program in Culinary Arts: 28

Academic Associate's degree in Culinary Arts: 6

Academic Associate's degree in Patisserie and Baking: 4

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All calls that were made confirmed the employment of the graduates as reported on the CAR.

- 5.13 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
 Yes No Not Applicable

FOR ALL CAMPUSES

- 5.14 Are the educational programs consistent with the campus' mission and the needs of its students?
 Yes No
- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
 Yes No
- 5.16 What provisions are made for individual differences among students in the learning environment?
 The branch ensures that its relations with students reflect the highest ethical standards and conform to all applicable laws and regulations. The branch demonstrates respect for all students by treating students fairly and meeting the individual needs of each student. There is evidence of program development and student services that are consistent

with the stated mission. There is also evidence of educational program support that reflects the concern for the welfare and success of students.

Classroom observations by the team revealed that instructors' lessons plans target various learning styles. There was effective use of visual aids, hands-on demonstration, overhead projectors, computer presentations, handouts, and charts to fully engage students. The branch has also created an accessible classroom environment and the classroom furniture arrangements were appropriate for all students.

- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
 Faculty is encouraged to evaluate, revise, and make changes to the curriculum through participating in Le Cordon Bleu curriculum committees. Instructors make suggestions to their lead instructor, who in turn, takes the suggestions to the branch curriculum committee. Ideas then flow up to the director of education. From this level, approved ideas are forwarded to the market president for ultimate approval or disapproval.
- 5.18 Does the faculty participate in this process?
 Yes No
- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?
 Yes No
- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
 Yes No Not Applicable (campus does not award such credit)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
 Yes No
- 5.22 Are the following appropriate to adequately support the number and nature of the general education courses? *(If only nondegree programs are offered with no general education courses, skip to 5.23)*
- (a) Facilities.
 Yes No
- (b) Instructional equipment.
 Yes No
- (c) Resources.
 Yes No
- (d) Personnel.
 Yes No

- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
 Yes No
- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
 Yes No
- 5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
 Yes No
- 5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
 Yes No
- 5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
 Yes No Not Applicable (no faculty members hold foreign credentials)
- 5.28 Is there documented evidence of a systematic program of in-service training at the campus?
 Yes No
- 5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?
 Yes No

If *No* for missing plans, insert the section number in parentheses, list faculty names, and explain:

(Section 3-1-543) Professional growth activities for some faculty members are incomplete. A file for one core course instructor, Mr. Luis Manzo, hired April 8, 2013, shows a potential activity for the 2014 school year listed for December of 2014 (begin process of ACF certification) but has no completed activities between September 2013 and the time of the visit.

Faculty development plans for all general education instructors were lacking completed professional growth activities and faculty development plans. The campus uses a form called the "individual development plan" to track professional growth activities. In most cases, the campus included activities that are not acceptable as professional growth, including online pedagogy courses through Center for Excellent Education, student tutoring, co-teaching, and a print-out of information for a massively online open course (MOOC) with no additional documentation that the course had been completed. The campus acknowledged that this area was lacking and developed a plan to address it, which includes the following actions steps: require enrollment into a MOOC in the area of teaching discipline, provide a

disciplinary reading plan, and update all plans to include these and any other appropriate activities that enhance the area of teaching specialization. The campus also plans to conduct an in-service session on how to develop the professional growth plans and activities for the 2015 year. At the time of the visit, the activities has been developed for each faculty, but the faculty development plans had not been updated and no activities had been completed. Files for the following instructors remained out of compliance:

- Ms. Stephanie Abed-English
- Ms. Emily Androccio-introduction to psychology
- Ms. Samantha Eady-verbal communications
- Ms. Hanna Kruczek-college mathematics
- Mr. Richard Plate-environmental science
- Ms. Kathryn Restifo-introduction to psychology
- Ms. Cherri Sookdeo-environmental science
- Ms. Cathy Wawrzaszek- college math

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

5.35 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?

Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?

Yes No

5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?

Yes No

5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

Yes No

GENERAL COMMENTS:

The branch's educational programs and activities are consistent with the stated mission and adequately achieve and produce measurable results for student success and outcomes. The program curricula have both quantitative and qualitative standards and are designed to assist students in the application of relevant skills in the workplace. The instructional procedures, materials, and technology are appropriate to the purposes, curriculums, and standards of the campus' academic offerings.

COMMENDATIONS:

Faculty members shows a clear understanding and responsibility that support campus policies, and are willing to participate in the administration of and implementation of policies pertaining to educational activities and student success. Instructors are devoted to quality teaching and have incorporated sophisticated teaching concepts in the classroom. It is evident that the branch's instructional approach is student-centered. Course assessment and strategies are effective, assignments are being assessed in accordance to the syllabi, and there were clear scoring rules for every assignment.

6. EDUCATIONAL FACILITIES

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The Orlando campus of LCBC is housed in two adjacent buildings located at 8511 Commodity Circle, Orlando, Florida. These modern buildings have a combined floor area of 82,750 square feet. The facility has 10 well equipped class rooms and 14 kitchens/laboratories. Additionally, there are spacious faculty and student lounges, a library with numerous work stations, another room for academic group activities of students, a large cafeteria, and offices for all functional departments in the school. There are ample parking spaces in the vicinity of the school buildings. The nearest bus stop for local transportation is about 200 yards from the campus at the intersection of Commodity Circle and John Young Parkway.

- 6.02 Does the campus utilize any additional space locations?
 Yes No
- 6.03 Does the campus utilize learning sites?
 Yes No
- 6.04 Are all facilities (including additional space and learning sites) appropriate for the size of the student population and the programs offered?
 Yes No
- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning sites)?
- (a) Equipment
 Yes No
- (b) Instructional tools
 Yes No
- (c) Machinery
 Yes No
- 6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
 Yes No Not Applicable

GENERAL COMMENTS:

The LCBC campus facilities in Orlando are impressive. In addition to satisfying all the instructional requirements of a large student population in two academic areas, the spacious campus buildings provide a student friendly setting in which there is a spacious well-furnished student lounge, and a cafeteria which can accommodate a large number of clients. The campus facilities are very well maintained.

7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
The Le Cordon Bleu College of Culinary Arts 2014-2015 catalog and catalog addendum were used for the evaluation. The catalog is effective May 2014-May 2015.
- 7.02 Does the self-study or branch application part II accurately portray the campus?
 Yes No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
 Yes No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.
 Yes No
 - (b) An indication of the year or years for which the catalog is effective on the front page or cover page.
 Yes No
 - (c) The names and titles of the administrators.
 Yes No
 - (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
 Yes No
 - (e) A statement of accreditation
 Yes No Not Applicable (initial applicant)
 - (f) A mission statement.
 Yes No
 - (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
 Yes No
 - (h) An academic calendar.
 Yes No
 - (i) A full disclosure of the admission requirements.
 Yes No
 - (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for

certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.

Yes No

(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.

Yes No

(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.

Yes No

(m) A definition of the unit of credit.

Yes No Not Applicable (The campus does not award credit)

(n) A complete explanation of the standards of satisfactory academic progress.

Yes No

(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.

Yes No

(p) The transfer of credit policy.

Yes No

(q) A statement of the tuition, fees, and any other charges.

Yes No

(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.

Yes No Not Applicable (no scholarships, grants, or loans offered)

(s) The refund policy.

Yes No

(t) A statement describing the student services offered.

Yes No

(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

Yes No Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

Yes No

If *Yes*, does the catalog contain the following?

(a) An explanation of the course numbering system (for all levels).

Yes No

(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).

Yes No Not Applicable

(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).

Yes No Not Applicable

(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).

Yes No Not Applicable

7.06 Does the campus offer courses and/or programs via distance education?

Yes No (*Skip to Question 7.07.*)

7.07 Does the catalog contain an addendum/supplement?

Yes No (*Skip to Question 7.08.*)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

Yes No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes No

7.08 Is the catalog available online?

Yes No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes No

7.09 Does the campus utilize a multiple-school catalog?

Yes No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?

Yes No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

Yes No

7.12 Where does the campus advertise (publications, online, etc.)?

The team reviewed campus advertisements through print publications, their wevsite, radio and television ads.

Are all print and electronic advertisements under acceptable headings?

Yes No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes No (Skip to Question 7.14.)

If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?

Yes No

7.14 Does the campus utilize services funded by third parties?

Yes No (Skip to Question 7.15.)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes No

7.16 Is the phrase "for those who qualify" properly used in all advertising that references financial aid?

Yes No Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The campus publishes on-time completion rates, graduation rates and placement rates. Placement rates are available for the campus and program levels.

Where is this information published and how frequently is this information being updated?

The information is available on the website at www.chefs.edu/disclosures. It is updated annually with information from each CAR report.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY**FOR ALL PROGRAMS**

8.01 Does the campus develop an adequate base of library resources?

Yes No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

Yes No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

Yes No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

The branch has dedicated appropriate resources to continuously assess the library services and holdings. Ms. Shelly Smith, Mr. Christopher Claire, and student Julie Daniels are the branch's designated personnel who are trained to assist students. In addition, they communicate with faculty and students to obtain resource recommendations, and optimize the branch's budget to provide a variety of instructional benefits for both instructors and students.

Are these methods appropriate?

Yes No

8.06 Is the library staff adequately trained to support the library?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes No

- 8.08 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is \$6,000.00.
- 8.09 What portion of the current year's library budget has been spent?
To date, 49% (\$2,981) of the total budget has been spent.
How has the money been allocated?
The library budget is allocated for online services, reference books, media, and periodicals.
- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?
 Yes No
- 8.11 Are the library hours adequate to accommodate the needs of all students?
 Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

- 8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?
Library assignments are required components of several courses in the various academic associate's programs. In addition, some faculty have asked the branch's library assistants to make presentations in their classes or in the library to focus on the importance of the library in an academic environment.
- Are these methods appropriate?
 Yes No
- 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
 Yes No
- 8.14 Are records of physical and/or online resources and circulation accurate and up to date?
 Yes No
- 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
 Yes No Not Applicable (no interlibrary agreements)
- 8.16 Describe any full-text online collections available to students.

The Le Cordon Bleu online database system includes: Ebsco, Credo, Culinary Art Collection, Gale, Proquest, Hoover's Pro, and Hospitality and Tourism Complete.

- 8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
 Yes No
- 8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
 Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

- 8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?
 Ms. Luara Rice is the regional librarian for Le Cordon Bleu. Ms. Rice has been in her current position since February 2013. Ms. Rice holds a master's degree in library science from Dominican University in River Forest Illinois, a master's degree in industrial relations from Loyola University, Chicago, Illinois and a bachelor's degree in psychology from Loyola University, Chicago, Illinois. Prior to her curent position, Ms. Rice was an online librarian, reference librarian, teacher's aide, and a technology coodinator for 13 years.

Ms. Shelly Smith, Mr. Christopher Claire, and student Ms. Julie Daniels are the branch's designated personnel who are trained to assist students. The libray hours are from 6:30 am to 10:00 pm Monday through Friday.

-Ms. Shelly Smith's hours are from 7:15 am to 9:00 am; Monday through Friday.

-Mr. Christopher Claire's hours are from 3:00pm to 6:00PM; Monday through Friday.

-Ms. Julie Daniels's (student) hours are from 8:00 am to 9:00 am and from 2:00 pm to 9:00 pm; Monday through Friday.

The team was advised by the branch's adminstration that there are faculty and staff available to assist students with accessing library resources between the hours of 9:00am to 2:00pm; Monday through Friday.

Does this individual:

- (a) Supervise and manage the library and instructional resources?

Yes No

- (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?

Yes No

- (c) Assist students in the use of instructional resources?

Yes No

- 8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?
 Yes No
- 8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
 Yes No Not Applicable (staff do not hold foreign credentials)
- 8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?
 Yes No
- 8.23 Are the hours the library is open adequate to accommodate the needs of all students?
 Yes No
- 8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
 Yes No

FOR NONDEGREE PROGRAMS ONLY

- 8.25 Are appropriate reference materials and periodicals available for all programs offered?
 Yes No
- 8.26 Are the instructional resources organized for easy access, usage, and preservation?
 Yes No
- 8.27 Is there a current inventory of instructional resources?
 Yes No
- 8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
 Yes No

GENERAL COMMENTS:

The branch' library has a good collaboration with faculty as well as other academic related assistance. It is evident that faculty have assigned students academic research projects to further enhance their educational learning and the learning commons has served and helped students in locating the appropriate resources.

COMMENDATIONS:

The team wishes to acknowledge the good work of Ms. Shelly Smith, Ms. Christopher Claire and student Ms. Julie Daniels. They have done an excellent job of maintaining a wonderful learning environment in the physical library. It is attractive, welcoming, and well organized. The branch's library has relevant resources in place for students. The library has demonstrated that it has the assets to assist students with library resources.

SUMMARY

The campus is not in compliance with the *Accreditation Criteria* in the following areas:

<u>Number</u>	<u>Citation</u>	<u>Summary Statement</u>
1	3-1-414	Some student enrollment agreements do not contain the required signature of an appropriate school representative (page 14).
2	3-1-543	Some faculty do not have complete faculty development plans (page 28).

RECOMMENDATION(S)

Any recommendation(s) provided in this report are not included in the report seen by the Council:

It is recommended that the campus consider posting signage in the women's restroom in the main building that state that students and employees must wash their hands before leaving the bathroom, much like what many students will expect to see in the real world.

From: Victoria Fadare <VFadare@[REDACTED]>
Sent: 5/19/2015 11:11:31 AM -0400
To: Chinita D. Obi <cobi@[REDACTED]>
Subject: flight

Hi, I will need an extension for hotel. Last flight to Sat is at 6.59pm so I bought one for Saturday.

VICTORIA DELANO, BSN, RN

Dialysis Technology Program Lead/ Clinical Coordinator

Sanford-Brown College

4511 Horizon Hill Blvd, Suite 300

San Antonio, TX 78229

(210)246-[REDACTED] Office

(224)227-1270 – Fax

[Vfadare@\[REDACTED\]](mailto:Vfadare@[REDACTED])





QUALITY ASSURANCE MONITORING: HIGHER CREDENTIAL REPORT

ACADEMIC ASSOCIATE’S DEGREE IN LE CORDON BLEU CULINARY ARTS

LE CORDON BLEU COLLEGE OF CULINARY ARTS

7898 Veterans Memorial Parkway

St. Peters, MO 63376

ACICS ID Code: 00024557

John Fogarty, Campus President (jfogarty@StLouis.Chefs.edu)
(ACICSINFO@stlouis.chefs.edu)

MAIN

Le Cordon Bleu College of Culinary Arts

Austin, TX

ACICS ID Code: 00021352

June 15, 2015

Date Program Began: April 2014
Current Total Enrollment: 133
Current CAR Program Retention: N/A

Mr. William Roy Specialist International Culinary School at the Art Institute Indianapolis, IN
Ms. Terrasia Harris Staff Representative ACICS Washington, DC

REPORT QUESTIONS

750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • t - 202.336.6780 • f - 202.842.2593 • www.acics.org

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

QUESTIONS

MISSION

C.01 Is the mission statement appropriate for the type of new credential offered?

Yes No

RELATIONS WITH STUDENTS

C.02 Does the campus have appropriate admissions criteria for the program(s)?

Yes No

If *No*, insert the section number in parentheses and explain:

The program is not enrolling any new students due to the program being taught out and the anticipated closure of the campus in 2016.

C.03 Does the admissions policy conform to the campus's mission?

Yes No

C.04 Is the admissions policy administered as written?

Yes No

C.05 Are there any admissions requirements unique to the program?

Yes No

C.06 Are the campus's recruitment methods appropriate and in compliance with Council standards?

Yes No

If *No*, insert the section number in parentheses and explain:

The school is no longer recruiting any new students due to the program being taught out.

C.07 Does the institution offer employment assistance to all students?

Yes No
 Not Applicable (campus enrolls only international students on a student visa)

C.08 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report?

Yes No
 Not Applicable (there have been no graduates)

C.09 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

Yes No
 Not Applicable

EDUCATIONAL ACTIVITIES

FOR ALL PROGRAMS

C.13 Is licensure, certification or registration required to practice in the specific career field?

Yes No (*Skip to Question C.15*)

C.15 Who is assigned to administer all academic programs, and what are this person's qualifications?

Ms. Maria (Vicki) Davenport, director of education, is assigned to administer all academic programs. Ms. Davenport hold a master's degree in education from American Intercontinental University, an MBA from Lindenwood College, and a bachelor's degree in corporate and industrial communications from Lindenwood College. She also has four years working in the culinary industry and two years experience as a culinary instructor.

C.16 Does this individual possess appropriate academic or experiential qualifications?

Yes No

C.17 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?

Ms. Maria (Vicki) Davenport, director of education, is assigned to administer the new credential. As previously stated, Ms. Davenport hold a master's degree in education from American Intercontinental University, an MBA from Lindenwood College, and a bachelor's degree in corporate and industrial communications from Lindenwood College. She also received 28 credits of coursework in culinary arts, has four years working in the culinary industry and two years experience as a culinary instructor.

C.18 Does this individual possess appropriate academic or experiential qualifications?

Yes No

C.19 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the new credential?

Yes No

C.20 Are the time and resources devoted to the administration of the new credential sufficient?

Yes No

C.21 Is the program consistent with the campus' mission and the needs of its students?

Yes No

C.22 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?

Yes No

C.23 List the community resources and describe how they are utilized to enrich the program.

The campus utilizes different ways to help the students be active in the community by working at events like the fall festival, different cooking competitions and the like. They also use guest speakers from the culinary and pastry industry in their classes to give students a better understanding of what is expected of them when they go to work. They also use an advisory board made up of local professionals that provide them with

feedback on the types of skills that they are currently looking for and to make sure the curriculum meets those needs.

- C.24 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
 Yes No
- C.25 Does the catalog accurately describe the program and its objectives?
 Yes No
- C.26 If the program includes an externship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the externship site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No
 Not Applicable (these elements are not part of the program or no student is at the point of needing them)
- C.27 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?
 Yes No
 Not Applicable (no courses are offered via independent study)
- C.28 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- C.29 Are the courses available when needed by the student in the normal pursuit of the program(s) of study?
 Yes No
- C.30 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
 Yes No
- C.31 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

C.32 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

C.33 Is credit appropriately converted in relation to total student contact hours in each class?

Yes No

C.34 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes No

C.35 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes No

C.36 Are the following appropriate to adequately support the new program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Support for modes of instructional delivery.

Yes No

(e) Personnel.

Yes No

C.37 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

Yes No

C.38 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes No

C.39 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

C.40 Are official transcripts for all credentials on file for all instructors in the program?

Yes No

C.41 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credential to credentials awarded by institutions in the United States?

Yes No

Not Applicable (no faculty members hold foreign credentials)

C.42 Is there documented evidence of a systematic program of in-service training at the campus?

Yes No

C.43 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?

Yes No

C.44 Is there evidence that full-time and part-time instructors in the program(s) participate in regularly scheduled faculty meetings?

Yes No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

C.45 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

C.46 Are all faculty in the program assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes No

C.47 Is the size of the faculty appropriate?

Yes No

- C.48 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
 Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

- C.49 Are teaching loads reasonable?
 Yes No

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- C.60 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?
 Yes No
- C.61 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?
 Yes No
- C.62 Are all general education courses appropriate for the program and do they meet Council standards?
 Yes No
- C.63 Are the courses that satisfy the concentration and general education requirements identified in the catalog?
 Yes No
- C.64 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?
 Yes No
- C.65 Is there evidence that curricular offerings require the appropriate use of library resources?
 Yes No
- C.66 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
 Yes No
 Not Applicable (no students in the second year)
- C.67 Are at least one-half of all subjects that are part of the associate's degree taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
 Yes No

PUBLICATIONS

- C.105 Do the catalog and other publications accurately describe the new program?
 Yes No

C.106 Is the course-numbering system adequately explained in the catalog?

Yes No

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREES ONLY

C.108 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes No

C.109 What is the amount of the current year's library budget?

\$638,638.00

C. 110 What portion of the current year's library budget has been spent and how has the money been allocated?

They have an overall corporate library budget for the electronic library that all campuses use. They do not currently have a campus budget due to the programs being in teach out and the anticipated closure of the campus in 2016.

C.111 Does the new program require appropriate use of library resources?

Yes No

C.112 Is there evidence that the faculty have involvement in the selection of library resources?

Yes No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY

C.113 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes No

C.114 Are records of physical and/or online resources and circulation accurate and up to date?

Yes No

C.115 Are the library holdings for this (or these) program(s), including full-text online collections, up to date and adequate for the new program?

Yes No

C.116 Describe any full-text online collections available to students:

The campus uses the following online resources: Culinary Arts-Infotrac, First Research, Food Science Source, Hospitality and Tourism Complete, Oxford Reference: Encyclopedia of Food and Drink in America, Culinary Arts-Infotrac, Food Science Source, Hospitality and Tourism Complete.

C.117 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

- Yes No
 Not Applicable (program does not include general education courses)

C.118 Are the hours the library is open adequate to accommodate the needs of all students?

- Yes No

C.119 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

- Yes No

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

C.120 Is there a professionally trained individual on staff who supervises and manages the library and instructional resources, facilitate their integration into all phases of the campus' curricular and educational offerings, and assist students in their use?

- Yes No

C.121 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite?

Ms. Laura Rice is the regional librarian and holds a masters in library science and information systems. She trains the workers in the library so that the students needs can be met. Due to the programs being in teach-out, it is difficult to hire a librarian for such a short amount of time. Ms. Rice also answers all the students email questions and they also have online librarians that students can chat with if they encounter issues. The library is staffed from Monday through Thursday 9 a.m. to 7p.m. and Friday 9 a.m to 5 p.m.

C.122 Is documentation on file to evidence the librarian participates in professional growth activities?

- Yes No

C.123 Does the library make available appropriate reference, research, and information resources to provide basic support for this (or these) program(s)?

- Yes No

SUMMARY

Based on the team's review, there are no areas requiring additional information.



REEVALUATION

LINCOLN TECHNICAL INSTITUTE

5 Middlesex Avenue
Somerville, MA 02145
ACICS ID Code: 00012781

Ms. Laurie O'Malley, Campus Director (lomalley@lincolntech.com)
aciessomerville@lincolntech.com *Preferred *Preferred *Preferred*Preferred *Preferred

MAIN CAMPUS

Lincoln Technical Institute
Edison, NJ
ACICS ID Code: 00010950

June 2-3, 2014

Dr. Richard Murphree	Chair	Consultant Effectual Business Services	Eagle, ID
Ms. Diana Igo	Student-Relations Specialist	Campus Director Minnesota School of Business-Blaine	Maple Grove, MN
Dr. Gail Robin	Medical Office Assistant/Medical Assistant Specialist	Adjunct faculty Baker College	McLean, VA
Mr. Michael Bleacher	Educational Activities/Library Resources/Computer and Network Support Technician Specialist	Professor Colorado Community Colleges	Castle Rock, CO
Mr. Muhammad Ra'oof	Criminal Justice Specialist	CEO Ra'oof Consulting	Happy Valley, OR
Ms. Tanisia Smith	Massage Therapy Specialist	Instructor Holistic Massage Training Institute	Baltimore, MA
Mr. James Mizner, Jr.	Pharmacy Technician Specialist	Self employed	Reston, VA
Ms. Chinita D. Obi	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY
Lincoln Technical Institute
Somerville, MA**

CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	APPROVED PROGRAM TITLE	Clock Hrs.	Sem./ Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
						2012		2011	
						Ret.	Pla.	Ret.	Pla.
Certificate	Certificate	Criminal Justice		60 sem.	26/14	77.0%	75.0%	82.0%	74.0%
Certificate	Certificate	Medical Assistant		40 sem.	63/32	82.4%	N/A	85.0%	75.0%
Certificate	Certificate	Medical Office Assistant		41 sem.	31/1	82.5%	N/A	77.0%	72.0%
Certificate	Certificate	Pharmacy Technician		34.5 sem.	18/8	87.9%	58.1%	83.0%	72.0%
Certificate	Certificate	Massage Therapy		42.5 sem.	9	93.0%	85.3%	82.0%	80.0%
Certificate	Certificate	Computer & Network Support Technician		37.5 sem.	25/22	76.3%	75.0%	80.0%	65.0%
TOTAL ENROLLMENT						(249) 227			

INTRODUCTION

Lincoln Technical Institute (LTI), Somerville campus, has multiple job-based training programs at campuses located primarily in the Northeast. Massachusetts has three campus locations for Lincoln. The Somerville, Massachusetts campus is located at 5 Middlesex Avenue in Somerville, Massachusetts. The building is located within minutes of downtown Boston, Cambridge, Route 128 and Route 93. The campus is within walking distance of the Sullivan T-Station. The building offers natural light, ample on-site parking, and is adjacent to Assembly Square Mall.

LTI, Somerville campus, has an enrollment of approximately 252 students. Student gender is made up of 142 female and 85 males. The demographic area of LTI consists of an urban population. Most students attending LTI can be characterized as disadvantaged students, many with a history of economic hardship along with other risk factors such as low self-confidence, lack of family support, culture shock, language barriers, and poor high school experiences. Unlike traditional student populations, many of the students are adult learners that do not live on campus and many have young children. Such things as time management, family and economic barriers pose challenges.

The Somerville campus is split between two floors. Both floors hold classrooms as well as administrative offices. The building is also made up of other businesses. Construction to build classrooms for a Dental Assisting program is underway on the second floor. Across the street, a stop for the train is being built as well as Assembly Row. Assembly Row is a cohesive and complete urban environment made up of shops, apartments and entertainment.

1. MISSION

- 1.01 Give the page number in the campus catalog on which the mission statement can be found.
The mission statement can be found in the 2014-2016 course catalog on page 3.
- 1.02 Does the campus have an appropriate mission statement with a set of supporting objectives?
 Yes No
- 1.03 Are the objectives devoted substantially to career-related education?
 Yes No
- 1.04 Are the objectives reasonable for the following?
(a) The programs of instruction
 Yes No
(b) The modes of delivery.
 Yes No
(c) The facilities of the campus.
 Yes No
- 1.05 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
 Yes No
- 1.06 Is the campus committed to successful implementation of its mission?
 Yes No

CAMPUS EFFECTIVENESS

- 1.07 Does the campus have a current Campus Effectiveness Plan (CEP)?
 Yes No
- 1.08 If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
 Yes No Not Applicable
- 1.09 Does the CEP describe the following?
(a) The characteristics of the programs offered.
 Yes No
(b) The characteristics of the student population.
 Yes No
(c) The types of data that will be used for assessment.
 Yes No
(d) Specific goals to improve the educational processes.
 Yes No
(e) Expected outcomes of the plans.
 Yes No
- 1.10 Are the following five required elements evaluated in the CEP?
(a) Student retention.
 Yes No
(b) Student placement.

Yes No Not Applicable (new additional location only)

(c) Level of graduate satisfaction.

Yes No Not Applicable (new additional location only)

(d) Level of employer satisfaction.

Yes No Not Applicable (new additional location only)

(e) Student learning outcomes.

Yes No

1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed.

The campus uses a combination of grade distribution, cumulative GPA, professional licensure, externship evaluations and assessment of student work of course learning outcomes for student learning outcomes. Student learning outcomes are monitored weekly and quarterly. Student learning outcomes are assessed by comparing baseline data with current rates in each of the above areas mentioned.

1.12 Are the following identified and described in the CEP?

(a) The baseline data for each outcome.

Yes No Not Applicable

(b) The data used by the campus to assess each outcome.

Yes No Not Applicable

(c) How the data was collected.

Yes No Not Applicable

(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

Yes No Not Applicable

1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?

Yes No Not Applicable (new additional location or initial applicant only)

1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals?

Yes No Not Applicable (new additional location only)

1.15 Describe the specific activities that the campus will undertake to meet these goals.

The specific activities the campus will undertake to meet their 2014 retention goals include the starting of a theme of "Be involved". The program requires the commitment and support from everyone on campus. Additional specific program activities are outlined in the retention improvement plans included in the 2014 CEP.

To meet the 2014 campus placement goal of 75 percent, the campus has laid out many different ways to achieve the success of students and graduates. Many of these activities relate to building more relationships with local employers and bringing more employers on campus to speak to the students. Additional specific program activities are outlined in the the placement improvement plans included in the 2014 CEP.

1.16 Does the campus have documentation to show the following?

(a) That the CEP has been implemented.

Yes No

(b) That specific activities listed in the plan have been completed.

Yes No

(c) That periodic progress reports have been completed.

Yes No

1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

Ms. Laurie O'Malley is the campus director and is responsible for implementing and monitoring the CEP along with the CEP committee. Ms. O'Malley has been with the campus as the campus director since 2011. Previously she was a campus director at a different proprietary school from 2006-2011. Ms. O'Malley has a bachelor's degree in psychology from the University of Massachusetts in Lowell, Massachusetts. The CEP committee is made up of the campus leadership team. The committee meets once per year to review the year and set the CEP for the next year. However, the committee meets with all staff and faculty on a quarterly basis to review and update any areas on the CEP.

1.18 Does the campus have documentation to show that the CEP is evaluated at least annually?

Yes No Not Applicable (new additional location or initial applicant only)

2. ORGANIZATION

2.01 Is the following information regarding the campus appropriately stated in the catalog?

(a) Governance, control, and corporate organization.

Yes No

(b) Names of the trustees, directors, and/or officers.

Yes No

(c) Names of the administrators.

Yes No

2.02 Does the campus:

(a) Adequately train its employees?

Yes No

(b) Provide them with constant and proper supervision?

Yes No

(c) Evaluate their work?

Yes No

2.03 Is the administration of the campus efficient and effective?

Yes No

2.04 Does the campus maintain written documentation to show that faculty and staff members:

(a) Clearly understand their duties and responsibilities?

Yes No

(b) Know the person to whom they report?

Yes No

(c) Understand the standards by which the success of their work is measured?

Yes No

2.05 Does the administration maintain documentation of the evaluation of the faculty and staff?

Yes No

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?

Yes No

2.07 Does the campus have an appropriate grievance policy for faculty and staff?

Yes No

2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?

Yes No Not Applicable (initial applicants only)

2.09 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?

Ms. Laurie O'Malley is the campus director and is responsible for the financial oversight of the campus. As stated above, Ms. O'Malley has been with the campus as the campus director since 2011. Previously she was a campus director at a different proprietary school from 2006-2011. Ms. O'Malley has a bachelor's degree in psychology from the University of Massachusetts in Lowell, MA.

3. ADMINISTRATION

3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?

Yes No

3.02 Are all staff well trained to carry out administrative functions?

Yes No

3.03 Who is the on-site administrator, and what are this person's qualifications?

Ms. Laurie O'Malley is the executive director and is the on-site administrator. As previously stated, Ms. O'Malley has been with the campus as the executive director since 2011. Previously she was a campus director at a different school from 2006 until 2011. Ms. O'Malley has a bachelor's degree in psychology from the University of Massachusetts in Lowell, Massachusetts.

3.04 Does the campus list degrees of staff members in the catalog?

Yes No

3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations?

(a) Financial aid activities.

Yes No Not Applicable (campus does not participate in financial aid)

(b) Admissions.

Yes No

(c) Curriculum.

Yes No

(d) Accreditation and licensure.

Yes No

(e) Guidance.

Yes No

(f) Instructional resources.

Yes No

(g) Supplies and equipment.

Yes No

(h) The school plant.

Yes No

(i) Faculty and staff.

Yes No

(j) Student activities.

Yes No

(k) Student personnel.

Yes No

3.06 Does the campus admit ability-to-benefit students?

Yes No (*Skip to Question 3.11.*)

3.11 Do student files contain evidence of graduation from high school or the equivalent?

Yes No

3.12 Are appropriate transcripts maintained for all students?

Yes No

3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?

Yes No

3.14 Are student records protected from theft, fire, water damage, or other possible loss?

Yes No

3.15 Does the campus maintain transcripts for all students indefinitely?

Yes No

3.16 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?

Yes No

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team reviewed 23 student files at Lincoln Technical Institute, Somerville campus. Four of the 23 files contained examples of satisfactory academic progress warning and probation status documentation; three files contained evidence of transfer of credit evaluations.

4.02 Does the campus ensure that its student relations reflect high ethical standards?

Yes No

4.03 Does the campus have appropriate admissions criteria?

Yes No

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

Yes No

4.05 Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?

Yes No

4.06 Does the admissions policy conform to the campus' mission?

Yes No

4.07 Is the admissions policy publicly stated?

Yes No

4.08 Is the admissions policy administered as written?

Yes No

4.09 Does the campus use an enrollment agreement for each enrolled student that :

(a) Clearly outlines the financial obligations of both the institution and the student?

Yes No

(b) Outlines all program related tuition and fees?

Yes No

(c) Has a signature of the student and the appropriate school representative?

Yes No

Is there evidence that a copy of the agreement has been provided to the student?

Yes No

4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?

Ms. Kerrin Miniutti, director of admissions, is responsible for the oversight of student recruitment at Lincoln Technical Institute, Somerville campus. Ms. Miniutti's employment qualifications include: three years of supervisory and sales experience at Verizon General Business Service Center and 14 years' experience in the admissions department at Lincoln Technical Institute, Lowell and Somerville campuses, holding admissions representative and director of admissions positions.

4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?

Following interviews with the director of admissions and an admissions representative, the team determined the recruiting process for new students is ethical and compatible with the educational objectives of Lincoln Technical Institute, Somerville campus. During the prospective students initial interview, the admission representatives share detailed information on the mission statement, program curricula, tuition and fees and services provided to students in a powerpoint presentation. The prospective student is also interviewed by the director of admissions to assist in determining if Lincoln Technical Institute, Somerville campus, is a good fit for the student. Potential students do have the ability to meet with a financial aid representative, should they have questions prior to enrollment.

4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?

(a) Courses and programs.

Yes No

(b) Services.

Yes No

(c) Tuition.

Yes No

(d) Terms.

Yes No

(e) Operating policies.

 Yes No

4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?

 Yes No

4.14 Does the state in which the campus operates require representatives to be licensed or registered?

 Yes No

4.15 Are the titles of recruitment and enrollment personnel appropriate?

 Yes No

4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?

 Yes No Not Applicable (campus does not participate in financial aid)

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

 Yes No

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

 Yes No

4.19 Is there evidence that the campus properly awards transfer of credit?

 Yes No Not Applicable

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?

 Yes No

4.21 Has the campus established articulation agreements with other institutions?

 Yes No (*Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs*)

If Yes, has the campus published a list of institutions with which it has established the agreements?

 Yes No

4.22 Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered?

 Yes No

4.24 Is the standards of satisfactory academic progress policy published in the catalog?

 Yes No

If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?

The satisfactory academic progress policy is published on pages 36 and 37 or the 2014-2016 Lincoln Technical Institute catalog.

- 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
- (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
 Yes No
- (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
 Yes No
- (c) Procedures for re-establishing satisfactory academic progress.
 Yes No
- (d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
- Withdrawals.
 Yes No
- Incomplete grades.
 Yes No
- Repeated courses.
 Yes No
- Non-punitive grades.
 Yes No Not Applicable (campus does not offer)
- Non-credit or remedial courses.
 Yes No Not Applicable (campus does not offer)
- A warning status.
 Yes No Not Applicable (campus does not use)
- A probationary period.
 Yes No
- An appeal process.
 Yes No
- An extended-enrollment status.
 Yes No Not Applicable (campus does not offer)
- The effect when a student changes programs.
 Yes No Not Applicable (campus only offers one program of study)
- The effect when a student seeks to earn an additional credential.
 Yes No Not Applicable (campus only offers one credential)
- The implications of transfer credit.
 Yes No
- 4.26 Does the campus apply its SAP standards consistently to all students?
 Yes No
- 4.27 Are students who are not making satisfactory academic progress properly notified?
 Yes No Not Applicable (no students are in violation of SAP)
- 4.28 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
 Yes No

- 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
 Yes No Not Applicable (all programs are one year or less)
- 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?
 Yes No Not Applicable (all programs are less than two years)
- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
 Yes No
- 4.32 Are students allowed to remain on financial aid while under warning status?
 Yes No Not Applicable (campus does not participate in financial aid)
- If Yes, is the student informed of this policy?
 Yes No
- 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress?
 Yes No
- 4.34 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
 Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
- 4.35 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
 Yes No Not Applicable (campus does not have extended enrollment)
- 4.36 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
 Yes No Not Applicable (there is no such student)
- 4.37 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
 Yes No
- 4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
 Mr. Jonathan Newell, director of education, is responsible for the administration of satisfactory academic progress. Mr. Newell holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire and a master's degree in education in school guidance counseling from Salem State College in Salem, Massachusetts. Mr. Newell's has seven years' experience in secondary education as a teacher and guidance counselor and three years' experience in post-secondary education, as a director of education.
- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
 Yes No
- 4.40 Does the campus finance any of the following? (Mark all that apply.)
 (a) Scholarships.
 (b) Grants.

(c) Loans.

(d) The campus does not offer scholarships, grants, and/or loans. (*Skip to Question 4.42.*)

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?

Yes No

4.41 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog?

Yes No

4.42 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?

Yes No

4.43 Are tuition and fees clearly stated in the catalog?

Yes No

If *Yes*, have students confirmed receiving a copy of the catalog?

Yes No Not Applicable

4.44 Do the financial records of students clearly show the following?

(a) Charges.

Yes No

(b) Dates for the posting of tuition.

Yes No

(c) Fees.

Yes No

(d) Other charges.

Yes No

(e) Payments.

Yes No

(f) Dates of payment.

Yes No

(g) The balance after each transaction.

Yes No

4.45 Is the effective date listed on announcements of changes in tuition and fees?

Yes No Not Applicable (campus has not changed tuition or fees)

4.46 Is the campus' refund policy published in the catalog?

Yes No

4.47 Is the refund policy fair, equitable, and applicable to all students?

Yes No

4.48 Is the campus following its stated refund policy?

Yes No

4.49 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 4.57*)

- 4.50 Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
 Ms. Bethann Proulx, financial aid advisor, is responsible for administering student financial aid at the Lincoln Technical College, Somerville campus. Ms. Proulx holds an associate's degree in business technology from Gibbs College (Sanford Brown) in Boston, Massachusetts. Ms. Proulx has over six years' experience in financial aid and over five years' experience in administration and office management. Ms. Proulx is a current member of the Massachusetts Association of Student Financial Aid Administrators (MASFAA).
- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?
 Yes No
- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?
 Yes No
- 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
 Yes No
- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
 The financial aid office stays current with regulation and policy changes in financial aid through web-based trainings provided by the corporate office to remain current with regulatory changes. Additionally, Ms. Proulx, director, is a current member of the Massachusetts Association of Student Financial Aid Administrators (MASFAA).
- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
 Yes No
- 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?
 Yes No
- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?
 Yes No (*Skip to question 4.58.*)
- If *Yes*, is there evidence that the campus provides a copy of the written policy to all student applicants prior to enrollment?
 Yes No
- If *Yes*, is the size of the discount based on the financial benefit that the campus receives from the payment of cash earlier than would be required under the normal tuition payment schedule?
 Yes No Not Applicable
- 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
 Student services offered by Lincoln Technical Institute, Somerville campus include: student orientation, academic advising, academic tutoring, referral services, and employment services (i.e. job fairs, Career Edge, and graduate workshops).

- 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
 Yes No Not Applicable
- 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
 Mr. Antoine Jones, director of career services, is the person responsible for the oversight of advising students on employment opportunities. Mr. Jones holds a bachelor's degree in history and secondary education from Fitchburg State College in Fitchburg, Massachusetts. Mr. Jones has over seven years' experience as a director of career services, including his current position at Lincoln Technical Institute, Somerville campus.
- 4.61 Does the campus offer employment assistance to all students?
 Yes No Not Applicable (campus enrolls only international students on a student visa)
- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?
 Yes No
- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 260
 The ending enrollment reported on the previous year's CAR is 260
- 4.64 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
 Yes No Not Applicable
- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?
 Yes No Not Applicable (campus does not participate in financial aid)
- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.
 The financial aid department provides an entrance loan counseling session, advising students on their loan repayment obligations. Students with unsubsidized/subsidized direct loans complete exit counseling through the studentloans.gov website. Students are also required to log into the National Student Loan Database System (NSLDS) to view their loan information.
- 4.67 Describe the extracurricular activities of the campus (if applicable).
 Lincoln Technical Institute, Somerville campus, has a variety of extracurricular activities offered to students, including: a student ambassador program, student appreciation events, blood drives, job fairs, and fundraisers (i.e. coloring book and crayon drive for Boston Children's Hospital).

5. EDUCATIONAL ACTIVITIES

- 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
 Yes No
- 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
 Mr. Jonathan Newell is the director of education and holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in

Salem, Massachusetts. Mr. Newell has been with Lincoln Technical Institute, Somerville campus, since June, 2012. Prior to his current position, Mr. Newell served as director of education at American Career Institute for two years and has been in education since 2006 serving in various leadership and teaching positions.

5.03 Does this person have appropriate academic or experiential qualifications?

Yes No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.

The campus holds regular meetings to discuss the state of the various programs. There is extensive documentation of meeting minutes from each department with a codified agenda. Staff meetings are also held regularly, management meetings are well documented, and program administration and student needs are a recurring topic. In addition, staff and faculty reported to the team a well-functioning and personable leadership structure.

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes No

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas?

(a) Development of the educational program.

Yes No

(b) Selection of course materials, instructional equipment and other educational resources.

Yes No

(c) Systematic evaluation and revision of the curriculum.

Yes No

(d) Assessment of student learning outcomes.

Yes No

(e) Planning for institutional effectiveness.

Yes No

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

Yes No

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?

Yes No (*Skip to question 5.10*)

5.10 Does the campus have any programs with current specialized or programmatic accreditation?

Yes No (*Skip to question 5.14*)

5.14 Are the educational programs consistent with the campus' mission and the needs of its students?

Yes No

5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?

Yes No

- 5.16 What provisions are made for individual differences among students?
Syllabi show varied teaching modalities and faculty report intentional variation in teaching delivery which is deliberately designed to reach multiple learning styles in each delivery period. There is evidence in the faculty files showing classroom observation to verify compliance. The school uses the Bethel, Maine Learning Pyramid to ensure classroom delivery touches on all learning styles outlined in this mode.
- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.
There is a curriculum committee above the campus level. Each campus and program has a representative serving on the committee. Members of the committee or individual faculty at any campus may submit concerns or suggestions to their representative for presentation to the committee, which they then may decide to implement the change if deemed necessary.
- 5.18 Does the faculty participate in this process?
 Yes No
- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?
 Yes No
- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
 Yes No Not Applicable (campus does not award such credit)
- If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
 Yes No Not Applicable (no student has made such a request)
- 5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
 Yes No
- 5.22 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, skip to 5.23*)
- (a) Facilities.
 Yes No
- (b) Instructional equipment.
 Yes No
- (c) Resources.
 Yes No
- (d) Personnel.
 Yes No
- 5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
 Yes No
- 5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
 Yes No
- 5.25 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review

of software licenses, is the campus in compliance with applicable licensing and copyright laws?

Yes No

5.26 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?

Yes No

5.27 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?

Yes No Not Applicable (no faculty members hold foreign credentials)

5.28 Is there documented evidence of a systematic program of in-service training at the campus?

Yes No

If *Yes*, how is this documented?

Records are kept on file in the education office along with subject and agenda. In addition, certificates of completion for in-service training are included in each faculty file as part of their faculty development plans.

5.29 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?

Yes No

5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes No

5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?

Yes No

5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?

Yes No

If *Yes*, do the contracts and/or agreements comply with all requirements of the applicable criterion?

Yes No

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The campus is located at 5 Middlesex Avenue in Somerville, Massachusetts. The building is located within minutes of downtown Boston, Cambridge, Route 128 and Route 93. The campus is 33,000 square feet and has two medical labs, six computer labs, a pharmacy lab, a massage lab, a massage clinic and multiple lecture rooms. The campus is within walking distance of the Sullivan T-Station. The building offers excellent natural light, ample on-site parking, and is adjacent to Assembly Square Mall. Lincoln Technical Institute, Somerville ensures that students are provided with a clean, safe adequately equipped facility. Students have appropriate access to computer and medical labs both

for classes and for individual practice and study. Restrooms, a student lounge, and other non-classroom spaces are of appropriate number and size to meet the needs of the student population.

- 6.02 Does the campus utilize any additional space locations?
 Yes No
- 6.03 Does the campus utilize campus additions?
 Yes No
- 6.04 Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?
 Yes No
- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?
- (a) Equipment
 Yes No
- (b) Instructional tools
 Yes No
- (c) Machinery
 Yes No
- 6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
 Yes No Not Applicable

7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
 While the team was on-site, the campus published the 2014-2016 catalog and addendum, volume 24, effective June 2014, which the team used for the evaluation.
- 7.02 Does the self-study or additional location application part II accurately portray the campus?
 Yes No
- 7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?
 Yes No
- 7.04 Does the catalog contain the following items?
- (a) A table of contents and/or an index.
 Yes No
- (b) An indication of the year or years for which the catalog is effective on the front page or cover page.
 Yes No
- (c) The names and titles of the administrators.
 Yes No
- (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
 Yes No
- (e) A statement of accreditation
 Yes No Not Applicable (initial applicant)

- (f) A mission statement.
 Yes No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
 Yes No
- (h) An academic calendar.
 Yes No
- (i) A full disclosure of the admission requirements.
 Yes No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
 Yes No
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
 Yes No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
 Yes No
- (m) A definition of the unit of credit.
 Yes No Not Applicable (The campus does not award credit)
- (n) A complete explanation of the standards of satisfactory academic progress.
 Yes No
- (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
 Yes No
- (p) The transfer of credit policy.
 Yes No
- (q) A statement of the tuition, fees, and any other charges.
 Yes No
- (r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
 Yes No Not Applicable (no scholarships, grants, or loans offered)
- (s) The refund policy.
 Yes No
- (t) A statement describing the student services offered.
 Yes No
- (u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
 Yes No Not Applicable (initial applicants only)

7.05 Does the campus offer degree programs?

- Yes No

7.06 Does the campus offer courses and/or programs via distance education?

- Yes No (Skip to Question 7.07.)

7.07 Does the catalog contain an addendum/supplement?

- Yes No (Skip to Question 7.08.)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

Yes No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes No

7.08 Is the catalog available online?

Yes No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes No

7.09 Does the campus utilize a multiple-school catalog?

Yes No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes No

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?

Yes No

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

Yes No

7.12 Where does the campus advertise (publications, online, etc.)?

The campus advertises through print media, radio ads, and their website.

Are all print and electronic advertisements under acceptable headings?

Yes No

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes No (*Skip to Question 7.14.*)

7.14 Does the campus utilize services funded by third parties?

Yes No (*Skip to Question 7.15.*)

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes No

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?

Yes No Not Applicable (campus does not participate in financial aid)

7.17 What institutional performance information does the campus routinely provide to the public?

The campus provides placement rates and completion rates by program.

Where is this information published and how frequently is this information being updated?

This information is published on the campus' website and is updated annually with the submission of each CAR.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01 Does the campus develop an adequate base of library resources?

Yes No

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

Yes No

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes No

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

Yes No

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

The campus relies on a contract for information services and library resources provided at the corporate level. They monitor student and teacher feedback and are able to present feedback to the corporate management for changes or additions to the resources.

Are these methods appropriate?

Yes No

8.06 Is the library staff adequately trained to support the library?

Yes No

8.25 Are appropriate reference materials and periodicals available for all programs offered?

Yes No

8.26 Are the instructional resources organized for easy access, usage, and preservation?

Yes No

8.27 Is there a current inventory of instructional resources?

Yes No

- 8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?
 Yes No

9. PROGRAM EVALUATION

Certificate in Criminal Justice

- 9.01 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to question 9.02*)
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?
 Mr. Jonathan Newell is the director of education and holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in Salem, Massachusetts. Mr. Newell is advised by Mr. Richard Vivier, the lead instructor of the campus' criminal justice program. Mr. Vivier holds a master's degree in criminal justice from Western New England College and a bachelor's degree in law enforcement from Western New England College in Springfield, Massachusetts. Prior to Mr. Vivier's employment with the campus, he spent 28 years in the law enforcement field. Mr. Vivier entered the law enforcement field as a special police officer, and he retired as an Assistant Deputy Superintendent. While serving as an Assistant Deputy Superintendent Mr. Vivier was assigned as the Middlesex Sheriff's Office's chief investigator.
- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Additional Location Inclusion only)
 (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
 During 2013, the criminal justice program's students were exposed to a total of 32 community outreach events. The outreach events consisted of guest lectures from the local, regional and federal law enforcement and private security agencies. Further, the criminal justice program's students visited local policing, correctional and judicial agencies. The criminal justice students participated in many outreach activities; as an example, the student's role-played in a mock court trial held at a local courthouse. The student represented all participants of a criminal trial; i.e., the defendant, victim, witness, defense team, prosecution team, judge, jury, clerk and the bailiff.

In addition, the campus has established an advisory committee. The advisory committee's members are representative of the local community's criminal justice and private security professions. The advisory committee has been instrumental in promoting the notoriety, value and acceptance of the campus' criminal justice program within the local criminal justice and private security community.

- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
 - (b) Course numbers
 Yes No
 - (c) Course prerequisites and/or corequisites
 Yes No
 - (d) Instructional contact hours/credits
 Yes No
 - (e) Learning objectives
 Yes No
 - (f) Instructional materials and references
 Yes No
 - (g) Topical outline of the course
 Yes No
 - (h) Instructional methods
 Yes No
 - (i) Assessment criteria
 Yes No
 - (j) Method of evaluating students
 Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

If *No*, insert the section number in parentheses, list the courses, and explain:

The program does assign and grade homework for this program; however, the campus did not submit a Clock to Credit hour conversion application for the certificate in criminal justice program and does not receive credit through Title IV for out of class work.

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were 17 calls made to employers and students.

How many calls to employers or graduates were successful?

There were nine successful calls.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

There were nine calls that confirmed the employment of the graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes No Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 9.24*)

9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes No Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes No Not Applicable (Clock hour programs only)

If *No*, insert the section number in parentheses and explain:

The program does assign and grade homework for this program, however, the campus did not submit a Clock to Credit hour conversion application for the certificate in criminal justice program and does not receive credit through Title IV for out of class work.

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.
 Yes No
- (b) Instructional equipment.
 Yes No
- (c) Resources.
 Yes No
- (d) Personnel.
 Yes No
- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
- (a) Systematic planning.
 Yes No
- (b) Well-defined instructional objectives.
 Yes No
- (c) The selection and use of appropriate and current learning materials.
 Yes No
- (d) Appropriate modes of instructional delivery.
 Yes No
- (e) The use of appropriate assessment strategies.
 Yes No
- (f) The use of appropriate experiences.
 Yes No
- 9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
 Yes No
- 9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
 Yes No
- 9.27 Is the size of the faculty appropriate to the total student enrollment?
 Yes No
- 9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?
 Yes No
- 9.31 What is the current student/teacher ratio?
 (Calculate the student/teacher ratio by using the following formula:
 -Add the number of students enrolled in the program-specific courses (courses with program prefix)
 -Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).

The current student to teacher ratio is 10:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes No

GENERAL COMMENTS:

All of the courses that make-up the campus' criminal justice certificate program are essential in broadening the students' in-depth understanding of an eclectic United States criminal justice system. The courses are designed to enhance the students' understanding of the required knowledge, skills, abilities and other characteristics in which are mandated by contemporary criminal justice systems; i.e., policing, corrections and the judiciary.

COMMENDATIONS:

The campus' criminal justice program's lead, Mr. Richard Vivier, has brought not only many years of experience to the program, but also brings a high level of leadership, managerial skills, care, enthusiasm and a long list of outside supporters, which is evident in the more than 30 outreach events during 2013.

In addition, Mr. Vivier has extended his many years of experience to graduates of the campus' criminal justice program by serving as their mentor while seeking employment in the criminal justice field, and in their pursuit of higher education.

9. PROGRAM EVALUATION

Certificate Program in Massage Therapy

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes No (Skip to question 9.02)

If Yes, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The certificate program in massage therapy at Lincoln Technical Institute, Somerville campus, offers a blend of fundamental business skills and didactic and experiential tools that provide students with the necessary skills to obtain licensure in the field.

(a) Is there a federal or state licensing agency pass rate established for this program?

Yes No

(b) What are this program's pass rates for the past three years?

Year: Pass Rate:

Not Available

Year: Pass Rate:

Not Available

Year: Pass Rate:

Not Available

(c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?

Yes No Not Applicable

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Jonathan Newell is the director of education and holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in Salem, Massachusetts. Mr. Newell is advised by Ms. Lori Forman, lead instructor. Lori Forman holds a certificate from

Finger Lakes School of Massage. She is licensed to provide massage therapy through the Commonwealth of Massachusetts, Division of Professional Licensure, Board of Massage Therapy. [REDACTED]

- 9.03 Does this individual possess appropriate academic or experiential qualifications?
 Yes No
- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
 Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Additional Location Inclusion only)
 (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
 Students were invited to a variety of events, including several tours of establishments to explore career paths related to providing different types of massage, guest speakers who demonstrated massage modalities and opportunities to meet local employers.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:

- (a) Title and course descriptions
 Yes No
- (b) Course numbers
 Yes No
- (c) Course prerequisites and/or corequisites
 Yes No
- (d) Instructional contact hours/credits
 Yes No
- (e) Learning objectives
 Yes No
- (f) Instructional materials and references
 Yes No
- (g) Topical outline of the course
 Yes No
- (h) Instructional methods
 Yes No
- (i) Assessment criteria
 Yes No
- (j) Method of evaluating students
 Yes No
- (k) Date the syllabus was last reviewed
 Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

- (l) Out-of-class work assignments that support the learning objectives for the course
 Yes No Not Applicable (Additional Location Inclusion OR clock hour program)
- (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
 Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

- 9.16 Do students confirm that they receive a course syllabus and that it is followed?
 Yes No
- 9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?
 Yes No
- 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
 Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

There were 10 attempted calls to graduates and employers.

How many calls to employers or graduates were successful?

The team made two successful contacts in the certificate in massage therapy program.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Two of the two successful contacts confirmed graduate employment as reported on the 2013 CAR.

- 9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
 Yes No Not Applicable
- 9.20 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to question 9.24*)
- 9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

Class preparations and study tools are assigned for completion out-of-class. Evidence of documentation and assessment for grading purposes was noted via the campus computer grading system, Engrade.

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
 (a) Facilities.
 Yes No
 (b) Instructional equipment.
 Yes No
 (c) Resources.
 Yes No
 (d) Personnel.
 Yes No
- 9.24 Are the following elements appropriately incorporated into the instructional components of the program?
 (a) Systematic planning.
 Yes No
 (b) Well-defined instructional objectives.
 Yes No
 (c) The selection and use of appropriate and current learning materials.
 Yes No
 (d) Appropriate modes of instructional delivery.
 Yes No
 (e) The use of appropriate assessment strategies.
 Yes No
 (f) The use of appropriate experiences.
 Yes No
- 9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?
 Yes No
- 9.26 Do the faculty members’ qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes No

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes No

9.31 What is the current student/teacher ratio?

(Calculate the student/teacher ratio by using the following formula:

-Add the number of students enrolled in the program-specific courses (courses with program prefix)

-Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).

The current student to teacher ratio is 9:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes No

GENERAL COMMENTS:

The team thanks the staff and faculty of Lincoln Technical Institute, Somerville campus, for a gracious and enthusiastic welcome.

COMMENDATIONS:

Students note their appreciation for innovative teaching methods, mindfully created course work and informational and challenging class materials. In addition, students note their respect for, and enjoyment of, helpful, approachable staff and faculty at the Somerville campus.

9. PROGRAM EVALUATION

Certificate in Medical Assistant

Certificate in Medical Office Assistant

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes No (*Skip to question 9.02*)

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Jonathan Newell is the director of education and holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in Salem, Massachusetts. Mr. Newell is advised by Ms. Erjola Merdani who has been the lead instructor for the allied health programs since January 2008. She has oversight of medical assistant and medical office assistant programs. Ms. Merdani earned a diploma in medical assistant from Bryman Institute in Brighton, Massachusetts. Ms. Merdani has six years of administrative and clinical experience.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

- Yes No
- 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
 Yes No
- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
 (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Additional Location Inclusion only)
 (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
 The following community resources are utilized to enrich the program: a program advisory committee that meets bi-annually and whose members include local medical and business representatives; field trips -- a recent trip included visiting the Body World Exhibit to observe the human anatomy for application in the course work; and a guest speaker, Ms. Rosemary Crowley, from Everett Family Care, Massachusetts General Hospital, spoke on March 26, 2014 about Health Insurance Portability Act of 1996 (HIPAA), patient care and the billing office duties.
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
 (a) Title and course descriptions
 Yes No
 (b) Course numbers
 Yes No
 (c) Course prerequisites and/or corequisites
 Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The following numbers of calls, by program, were made to students and employers for the following programs:

Certificate in Medical Assistant: 10

Certificate in Medical Assistant with externship: 12

Certificate in Medical Office Assistant: 6

Certificate in Medical Office Assistant with externship: 6

Note: The certificate in medical assistant with externship and certificate in medical office assistant with externship are no longer offered and were not reviewed by the team

How many calls to employers or graduates were successful?

Certificate in Medical Assistant: 3

Certificate in Medical Assistant with externship: 2

Certificate in Medical Office Assistant: 3

Certificate in Medical Office Assistant with externship: 1

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Each call confirmed the employment of the graduates as reported on the 2013 CAR with the exception of the medical assistant and medical office assistant programs that had one placement each that the team was unable to confirm.

If *No*, insert “Section 3-1-303(a)” in parentheses and explain:

(Section 3-1-303(a)): There were two calls that did not confirm appropriate placement as reported in the 2013 CAR. In addition, the CAR back up data does not match the CAR data with respect to graduates who were not placed.

Ms. Jacqueline Tablingwa, medical office assistant graduate in September 2012, was contacted during the visit. She confirmed she has been working at Charles River Centre, but not as a residential counselor as reported on the CAR. Ms. Tablingwa stated she is working in an assigned house to do laundry and cleaning. Additionally, she stated that no aspect of her degree is used in her job. The campus presented information from the employer that states that the employee does use some of her skills learned in her program. This information presented to the team was in conflict, thus the team was unable to confirm the appropriateness of the placement.

Mr. Luis Davila graduated from the medical assistant program in July 2012 with a reported placement location of MenMD as a case manager in the 2013 CAR. Mr. Davila stated during the phone interview that he was employed by MenMD but has always been a patient service coordinator with the job task of doing pharmacy sales only. The campus provided e-mail evidence from the employer confirming he was hired as a patient service coordinator. This conflicting information rendered the team unable to confirm the placement.

The 2013 CAR and back up data does not match for the medical assistant program in two categories. The CAR shows 44 placed in field of study or related field and 15 not working with a total of 59 while the CAR back up data shows 43 placed in field or related field and 16 in not working with a total of 59.

- 9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?
 Yes No Not Applicable
- 9.20 Does the campus participate in Title IV financial aid?
 Yes No (*Skip to question 9.24*)
- 9.21 Does the campus’ written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
 Yes No Not Applicable (Clock hour programs only)
- 9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?
 Yes No Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

Graded homework from recent assignments and projects and electronic grade books evidence evaluation of out-of-class work for the allied health programs.

- 9.23 Are the following appropriate to adequately support the number and nature of the program?
- (a) Facilities.
 Yes No
- (b) Instructional equipment.
 Yes No
- (c) Resources.

Yes No

(d) Personnel.

Yes No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes No

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes No

9.31 What is the current student/teacher ratio?

(Calculate the student/teacher ratio by using the following formula:

-Add the number of students enrolled in the program-specific courses (courses with program prefix)

-Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).

The student/teacher ratio is 12:1 in the certificate in medical assistant and 10:1 in the certificate in medical office assistant.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes No

9. PROGRAM EVALUATION

Certificate in Pharmacy Technician

9.01 Is licensure, certification or registration required to practice in the specific career field?

Yes No (Skip to question 9.02)

If Yes, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.

The team reviewed the Massachusetts state board of pharmacy regulations which requires all pharmacy technicians to be registered with the board of pharmacy. Training programs are required to include "coverage of the topics of job descriptions, pharmacy security, commonly used medical abbreviations, routes of administration, product selection, final check by pharmacists, guidelines for the use of pharmacy technicians, and any other requirements of the Board."

The team reviewed the course content of PHT 110, Pharmacy Systems; PHT 111, Dosages and Calculations; PHT 112, Therapeutic Response to Medications; PHT 113, Therapeutic Response to Medications; PHT114, Medical Ethics, Safety and the Law; PHT 115, Pharmacy Technician Practical; and PHTEXT Pharmacy Technician Externship. The course content meets the educational requirements established by the Massachusetts board of pharmacy.

(a) Is there a federal or state licensing agency pass rate established for this program?

Yes No

(b) What are this program's pass rates for the past three years?

Year: 2011 Pass Rate:

Not Available

Year: 2012 Pass Rate:

Not Available

Year: 2013 Pass Rate:

Not Available

(c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?

Yes No Not Applicable

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Jonathan Newell is the director of education and holds a bachelor's degree in psychology from Plymouth State University in Plymouth, New Hampshire. He also holds a master's degree in education from Salem State College in Salem, Massachusetts. Mr. Newell is advised by Ms. Jacquelyn Graham. Ms. Jacquelyn Graham is the lead instructor for the pharmacy program and advises Mr. Newell in content administration. Ms. Graham possesses a bachelor's degree in pharmaceutical management from Massachusetts College of Pharmacy and Health Sciences, in Boston, Massachusetts. The team found documentation in Ms. Graham's employee that she possesses a Massachusetts' state license from the Department of Public Health as a registered pharmacy technician with an expiration date of January of 2016. She is certified through the Pharmacy Technician Certification Board (PTCB) until July 2014.

9.03 Does this individual possess appropriate academic or experiential qualifications?

Yes No

9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

- 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas:
- (a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
 Yes No Not Applicable (Additional Location Inclusion only)
- (b) Student placement rate of 70 percent?
 Yes No Not Applicable (Additional Location Inclusion only)
- 9.07 List the community resources and describe how they are utilized to enrich the program(s).
 The team reviewed the minutes of the most recent advisory board meetings of the Somerville campus. The meeting minutes reflected a discussion on the current curriculum and its relevance on the role of the pharmacy technician in the practice of pharmacy today. Members of the advisory are from a variety of pharmacy employment environments that include CVS Pharmacy, Walgreens, Rite Aid Pharmacy, Tufts Medical Center (hospital pharmacy), Omnicare Pharmacy (long-term and specialty care services), and the Department of Veteran Affairs. Each of these advisory board members are able to validate the curriculum and provide the campus' pharmacy technicians with extern site assignments and possibly future employment.
- The pharmacy technician program utilizes outside speakers to augment the pharmacy educational experience. The team reviewed the guest speaker/activity log and sign-in sheet for students for presentations conducted on December 20, 2013 (Acton Pharmacy) and March 26, 2014 (Community Engagement).
- 9.08 Is the utilization of community resources sufficient to enrich the program?
 Yes No
- 9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
 Yes No
- 9.10 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
 Yes No Not Applicable (these elements are not part of the program *or* no student is at the point of needing them)
- 9.11 Does the program use independent studies?
 Yes No (*Skip to question 9.13*)
- 9.13 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
 Yes No
- 9.14 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
 Yes No
- 9.15 Is an appropriately detailed syllabus on file for each course that includes:
- (a) Title and course descriptions
 Yes No
- (b) Course numbers
 Yes No
- (c) Course prerequisites and/or corequisites

Yes No

(d) Instructional contact hours/credits

Yes No

(e) Learning objectives

Yes No

(f) Instructional materials and references

Yes No

(g) Topical outline of the course

Yes No

(h) Instructional methods

Yes No

(i) Assessment criteria

Yes No

(j) Method of evaluating students

Yes No

(k) Date the syllabus was last reviewed

Yes No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments

Yes No Not Applicable (Additional Location Inclusion OR clock hour program)

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes No

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes No

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes No Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

The team attempted 10 calls to employers or graduates of the pharmacy technician program.

How many calls to employers or graduates were successful?

There were 10 successful calls to employers or graduates.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The team successfully confirmed employment of 10 graduates as reported on the 2013 CAR.

9.19 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes No Not Applicable

9.20 Does the campus participate in Title IV financial aid?

Yes No (*Skip to question 9.24*)

9.21 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?

Yes No Not Applicable (Clock hour programs only)

9.22 Is there evidence that out-of-class work or the equivalency is being evaluated?

Yes No Not Applicable (Clock hour programs only)

If *Yes*, briefly describe the documentation of evaluation viewed on site.

The team reviewed the instructor's electronic grade book, Engrade, and noted that homework assignments were being assigned by the instructor and graded. Students are capable of viewing their grades and attendance in Engrade.

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes No

(b) Instructional equipment.

Yes No

(c) Resources.

Yes No

(d) Personnel.

Yes No

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes No

(b) Well-defined instructional objectives.

Yes No

(c) The selection and use of appropriate and current learning materials.

Yes No

(d) Appropriate modes of instructional delivery.

Yes No

(e) The use of appropriate assessment strategies.

Yes No

(f) The use of appropriate experiences.

Yes No

9.25 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes No

9.26 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria*, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

Yes No

9.27 Is the size of the faculty appropriate to the total student enrollment?

Yes No

9.30 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?

Yes No

9.31 What is the current student/teacher ratio?

(Calculate the student/teacher ratio by using the following formula:

-Add the number of students enrolled in the program-specific courses (courses with program prefix)

-Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).

The current student/teacher ratio for the pharmacy technician program is 12:1.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes No

COMMENDATIONS:

The team would like to commend the lead instructor, Ms. Jacqueline Graham, on the overall organization of the operations of the pharmacy technician program at the Somerville campus of Lincoln Technical Institute.

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

<u>Number</u>	<u>Citation</u>	<u>Summary Statement</u>
1.	Section 3-1-303(a)	The team was unable to verify placements reported on the 2013 CAR, and there were discrepancies between the report and the backup data (page 34).

RECOMMENDATIONS

Pharmacy

- Remove the following skill sets from the pharmacy externship form since these are not tasks a pharmacy technician is expected to perform:
 - a. Purchasing of equipment
 - b. Monitoring regulatory concerns
 - c. Appointment scheduling
 - d. Posting
 - e. Bookkeeping skills
 - f. Charting

Medical Assistant

- Classroom observations are completed and signed by the director of education, Mr. Jon Newell, for all full-time and adjunct faculty. While Mr. Newell as director of education is appropriate and qualified to evaluate the delivery methods and engagement techniques, Ms. Erjola Merdani, as lead instructor, should document her input in classroom observations as the subject matter expert for content.

Massage Therapy

- Provide additional focus on standardized test preparation for the massage therapy program in order to increase student confidence and skills when interfacing with this testing format, which is required prior to eligibility for licensure and ability to practice in the field.

Criminal Justice

- Add a sociology course to the curriculum. This suggestion was from a student that felt that as a future criminal justice professional, he would benefit from an enhanced knowledge of societal issues. Presently, the criminal justice program offers CJS203, Cultural Diversity for Criminal Justice Professionals, which is the closest offering to a sociology course.

Admissions

- During the admissions process, students are interviewed on their educational background for potential transfer credit opportunities. The team recommends more emphasis on documenting industry certification and work history in professional areas to ensure that student are not taking courses that they may not need.

From: Chinita D. Obi <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/28C97A3CE7014CE9A556D0B750138816-CHINITA D.>
Sent: 9/16/2014 12:05:11 PM -0400
To: drphan@[REDACTED]
Subject: Le Cordon Bleu 5.29

(Section 3-1-543) Faculty development plans for all general education instructors were lacking completed professional growth activities and faculty development plans. The campus uses a form called the "individual development plan" to present professional growth activities. In most cases, the campus included activities that are not acceptable as professional growth, including online pedagogy courses through Center for Excellent Education, student tutoring, and a print-out of information for a MOOC with no additional documentation that the course had been completed. The campus acknowledged that this area was lacking and developed a plan to address it, which includes the following actions steps: require enrollment into a MOOC in the area of teaching discipline, provide a disciplinary reading plan, and update all plans to include these activities. The campus also plans to conduct an in-service session on how to develop the professional growth plans and activities on their own for the 2015 year. At the time of the visit, these actions steps had not occurred and no activities had been completed. Files for the following instructors remained out of compliance:

Ms. Stephanie Abed-English

Ms. Emily Androccio-Introduction to Psychology

Ms. Samantha Eady-Verbal Communications

Ms. Hanna Kruczek-College Mathematics

Mr. Richard Plate-Environmental Science

Ms. Kathryn Restifo-Introduction to Psychology

Ms. Cherri Sookdeo-Environmental Science

Chinita D. Obi

Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

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LE CORDON BLEU

June 27, 2014

- Atlanta, GA
- Austin, TX
- Boston, MA
- Chicago, IL
- Dallas, TX
- Las Vegas, NV
- Los Angeles, CA
- Miami, FL
- Minneapolis/St. Paul, MN
- Orlando, FL
- Portland, OR
- Sacramento, CA
- San Francisco, CA
- Scottsdale, AZ
- Seattle, WA
- St. Louis, MO

Ms. Chinita Obi, Accreditation Coordinator
 Accrediting Council for Independent Colleges and Schools
 750 First Street, NE, Suite 980
 Washington, DC 20002-4203

Re: Le Cordon Bleu College of Culinary Arts in Sacramento
 ACICS Campus ID 00023522

Dear Ms. Obi:

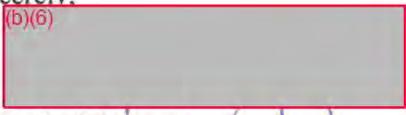
This letter responds to the Council's Site Visit Team report arising from the QAM-Readiness Visit at Le Cordon Bleu College of Culinary Arts on June 18th of 2014. We have read the report and are pleased that the evaluation team found no areas of non-compliance during the visit to our campus. We will continue to provide a quality education to our students.

I thank the Team for its review and assistance with regard to its evaluation of our institution. It is always a learning experience to prepare for a team visit and to receive an evaluation from one's peers.

If you have any questions or require additional information, please contact me at (916) 335-(b)(6) or [kvelasquez@\(b\)\(6\)](mailto:kvelasquez@(b)(6))

Sincerely,

(b)(6)



Kimberly Velasquez
 Market President



cc:
 Robert S. Eitel, Vice President of Regulatory Operations, CEC
 Tony Bondi, Regional Vice President Operations, Le Cordon Bleu, NA
 Jessica Sanders, Director of Regulatory Operations, CEC

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2. NEW PROGRAM NARRATIVE
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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

NEW PROGRAM APPLICATION

Revised Nov 2010

This application is to be completed for all new programs. All information is required unless otherwise indicated. All new program applications must be in English, typed, tabbed, and submitted electronically. **Approval letters will be sent via e-mail to the person who prepared the application.**

- Is this application being submitted in response to a team visit? Y N
- Is this an application for the first new program at this credential level at this campus? Y N
- Is this application a result of an existing program revision totaling more than 25%? Y N
- If this program is delivered via non-traditional education, select percentage <50% >50%

Application preparer information

Name KIMBERLY VELASQUEZ Title CAMPUS PRESIDENT
 Organization (if different than institution) LE CORDON BLEU COLLEGE OF CULINARY ARTS
 Telephone 916-830-(b)(8) Fax 916-285-9483
 Email KVELASQUEZ@(b)(8)

Program Measurement

Name of program Le Cordon Bleu Culinary Arts Program CIP code 12.0503

- Certificate Diploma Occupational Associate's Academic Associate's Bachelor's Master's Doctorate

Proposed start date January 2014
New programs and modes of delivery must be initiated within one year of the planned start date.. Programs which are not initiated within one year of their planned start date will no longer be considered an approved program at the campus in question.

Total credit hours awarded: 107 Quarter Semester Trimester

	MINIMUM	MAXIMUM	(required)
Number of contact hours	<u>1550</u>	<u>1550</u>	
Program length in weeks	<u>84</u>	<u>84</u>	
Program length in academic years	<u>2.8</u>	<u>2.8</u>	
Weeks per academic year	<u>30</u>	<u>30</u>	

If this program is identical to programs submitted for multiple locations at the same time, list the primary campus and the ACICS unique ID (000xxxxx) for all other locations.

00023522	ACICS ID for 1st application location (Fee = \$1,000)						
Below list the ACICS ID for each additional location (Fee = \$500 each location)							



NEW PROGRAM NARRATIVE

Revised Feb, 2010

For the proposed program use a narrative format to answer each question or request for description. *Applications will not be reviewed unless all areas are complete.*

INSTITUTIONAL MISSION

1. What is the mission of the institution? (Restrict text box to 1,500 characters with spaces)

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.

2. What are the objectives of the new program? Describe how these objectives conform to the mission of the institution. (Restrict text box to 1,500 characters with spaces).

The program has five objectives.

- 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

This ties seamlessly into the mission of the college as it broadens the education choices available to students and provides more options to those seeking to further develop their culinary skills.

COMMUNITY/PROFESSIONAL RESOURCES UTILIZED IN PROGRAM DEVELOPMENT

1. What types of community or professional input were utilized to develop the program? Please upload as one document copies of all minutes of advisory board meetings pertinent to this application and include the names and qualifications of members. (See step 3 in the New Program Application Process)

The idea to further develop courses and programs was brought forth by the College's Program Advisory Board. Additionally, this program mirrors an existing program at another Career Education Corporation campus, Le Cordon Bleu College of Culinary Arts in Austin, Texas.

The curriculum for Le Cordon Bleu College of Culinary Arts in Sacramento, CA was constructed in collaboration with the entire network of Le Cordon Bleu North America (LCBNA) campuses. LCBNA formed a curriculum development committee led by Kirk T. Bachmann, currently the president of Le Cordon Bleu College of Culinary Arts, Chicago (at the time of this curriculum development, he was Vice President of Academics for LCBNA). This committee was comprised of industry experts, teachers and school administrators.

2. State the qualifications for persons who: (Restrict text box for each of the responses below to 1,000 characters with spaces)

- a) designed the curriculum

The program was designed by a team of education leaders representing the culinary schools in Career Education Corporation operating under the Le Cordon Bleu program brand. Kirk T. Bachmann, currently the president of Le Cordon Bleu College of Culinary Arts, Chicago (at the time, Vice President of Academics for LCBNA), supervised the curriculum design. Mr. Bachmann is a Certified Executive Chef by the American Culinary Federation and holds a Master's degree in Education.

- b) will supervise the new program



NEW PROGRAM NARRATIVE

Revised Feb, 2010

The program will be supervised by the Director of Education at Le Cordon Bleu College of Culinary Arts in Sacramento Chef Richard Jensen. Chef Richard Jensen has earned his AOS degree in Culinary Arts from the California Culinary Academy. He is currently pursuing his Bachelor's in Culinary Management from Le Cordon Bleu Scottsdale with an estimated completion date in 2014. Chef Richard Jensen has over 12 years of industry experience in the culinary arts.

INSTITUTIONAL READINESS

1. What resources are needed and available to offer the proposed program at full operation at the campus submitting this new program application, including:
 - a) existing and new courses needed to implement the program:

<u>Existing Courses (at this campus)</u>	<u>New Courses (at this campus)</u>
LCBC105 Food Safety and Sanitation	LCBC100 College Success and Career Portfolio
LCBC110 Culinary Foundations I	LCBC125 Cost Control and Purchasing
LCBC122 Culinary Foundations II	LCBC135 Nutrition
LCBC132 Culinary Foundations III	LCBC215 Hospitality Supervision and Entrepreneurship
LCBC152 Baking and Pastry	LCBC222 Catering and Buffets
LCBC212 Cuisine Across Cultures	LCBC225 Wine and Beverage
LCBC250 Externship I	LCBC232 Contemporary Cuisine
	LCBC240 Restaurant Rotation
	LCBC255 Externship II
	COM115 Communication Methods
	ENG105 English Composition
	LIT215 Topics in Literature
	MTH135 College Mathematics
	PSY105 Psychology

- b) existing and new physical resources needed (e.g., classrooms, libraries, institutional resources and equipment, and clinical sites):

<u>Existing Physical Resources (at this campus)</u>	<u>New Physical Resources (at this campus)</u>
4 fully-equipped culinary laboratories	3 demonstration kitchens
4 lecture classrooms	Reference library and resource center with study areas
1 demonstration kitchen for Foundations I class (knife skills) or visiting lectures	3 lecture classrooms
CECybrary – Virtual library	
Computer laboratory with desktop computers and a printer.	
All necessary equipment including ovens, ranges, grills, tables, refrigerators, pots, pans, and smallwares	



NEW PROGRAM NARRATIVE

Revised Feb, 2010

PROGRAM DESCRIPTION

1. What are the entrance requirements or methods used to determine whether prospective students will be able to fulfill program requirements? How do these requirements compare with requirements for existing programs? *(This text box is limited to 1,000 characters)*
 - Execute all enrollment documents including the Application for Admission and Enrollment Agreement.
 - 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 in which the home schooling took place.
 - Payment of application fee or approved fee waiver form.
 - Interview with an Admissions representative.

2. If there is a practicum component? (Upload practicum agreement)

a) please identify potential practicum sites:

<u>Company Name</u>	<u>Location</u>
Walt Disney World Resorts	Lake Buena Vista, FL
Ella Dining Room & Bar	Sacramento, CA.
Grange Restaurant	Sacramento, CA.
Chops Steaks, Seafood & Bar	Sacramento, CA.
Biba	Sacramento, CA.

b) Describe student responsibilities and method of supervision, and attach a copy of the practicum agreement. (Limited to 1,000 characters)

Students must submit a completed and signed Externship Agreement and Supervisor Data Sheet to the Le Cordon Bleu Sacramento Career Services Office by the first day of working at the site. Students must complete and submit weekly time sheets including hours worked with signed verification of those hours and submit according to due dates. Students must submit an Externship Project in week 5 of each Externship course. The site supervisor will complete the Externship Evaluation on the student and student will submit in Week 5 along with their Time Sheet.

The student is supervised both by the site supervisor and the campus externship instructor. The site supervisor supervises the work performed daily by the student. The site supervisor submits an evaluation of the student at the end of the course. The externship instructor evaluates the student's hours and addresses any problems encountered by the student or the site. The externship instructor also completes an evaluation at the end of the course.

3. Is licensure or certification required for persons employed in this field in your state? Yes No

If yes, describe how the curriculum will develop the competencies to enable students to meet the licensing or certification requirements of the state.

4. Does the state licensing agency require new programs to be approved? Yes No

If yes, describe previous or concurrent evaluation procedures that the state approval agency requires and submit evidence of state approval received (or proof of exemption from state approval). All institutions must submit copies of official documentation issued by their state.



NEW PROGRAM NARRATIVE

Revised Feb, 2010

The Bureau for Private Postsecondary Education requires ACICS approval first.

5. Does the program include training conducted by a third party? Yes No
 If yes, explain, including percentage offered. See Section 2-2-505 of the *Accreditation Criteria* for more information.
 (Limited to 1,500 characters)

DOCUMENTS PREPARATION

6. **Prepare and upload to ACICS Electronic Document Management system (EDM) the following documents (see Step 3 of the New Program Application process):**
- New Program Application
 - Narrative
 - Letter of state approval (or exemption from state when state approval is not required)
 - Draft catalog addendum including program description and outline (The program description must follow the guidelines as outlined in Appendix C of the Accreditation Criteria – the program outline should be by quarter/trimester/semester)
 - Academic Credit Analysis
 - New Program Faculty Information forms as a single document for upload using MS Word (2003 or 2007) or .pdf format)
 - Course Syllabi. Syllabi must meet elements established in the Accreditation Criteria Glossary. See "Model Curricula Guidelines" at [Model Curricula Guidelines](#) for examples); (Prepare all syllabi as a single document upload using MS Word (2003 or 2007) or .pdf format)
 - Advisory Board Meeting Minutes (if applicable)
 - Practicum Agreements (if applicable)
 - Evidence of state licensing agency approval or exemption (if applicable)
 - Transition Plan to Add a Higher Credential form (if applicable)

FOR NON-TRADITIONAL NEW PROGRAM APPLICATIONS ONLY (See Appendix H in the Accreditation Criteria):

1. Please provide a narrative statement that responds fully to each area identified in Appendix H of the Accreditation Criteria (Limited to 2,000 characters) (Restrict to 2,000 characters with spaces)



QUALITY ASSURANCE MONITORING: READINESS REPORT
ACADEMIC ASSOCIATE'S DEGREE IN CULINARY ARTS

LE CORDON BLEU COLLEGE OF CULINARY ARTS

2450 Del Paso Road, Suite 150

Sacramento, CA 90028

ACICS ID Code: 00023522

Ms. Kimberly Vasquez, Market President (KVelasquez@sacramento.chefs.edu)
ACICSINFO@sacramento.chefs.edu

MAIN

Le Cordon Bleu College of Culinary Arts

Austin, TX

ACICS ID Code: 00021352

June 18, 2014

Projected Enrollment in the New Program During Its First Year of Operation:

Mr. William Roy Baking and Culinary Arts EDMC Indianapolis, IN

Ms. Chinita Ray ACICS Coordinator ACICS Washington, DC

750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • t - 202.336.6780 • f - 202.842.2593 • www.acics.org

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

REPORT QUESTIONS

CRITERIA	QUESTIONS
----------	-----------

MISSION

3-1-100–MISSION: PURPOSE AND OBJECTIVES

Every institution must have a mission which is its specific purpose for existing. This mission, together with a set of objectives to accomplish it, must be summarized in a mission statement. The objectives should be devoted substantially to career-related education and should be reasonable for the program of instruction, mode of delivery, and facilities of the institution.

R.01 Is the mission statement appropriate for the type of new credential offered?

Yes No

If *No*, insert the section number in parentheses and explain:

■

GENERAL COMMENTS

■

RELATIONS WITH STUDENTS

3-1-410–ADMISSIONS AND RECRUITMENT

It is up to an institution to establish its own admissions criteria. It is the responsibility of ACICS to ensure that all who are enrolled are accorded equal educational opportunity.

R.02 Does the campus have appropriate admissions criteria for this program?

Yes No

If *No*, insert the section number in parentheses and explain:

■

R.03 Are there any admissions requirements unique to this program?

Yes No

If *Yes*, describe the unique admissions requirements.

■

GENERAL COMMENTS

■

EDUCATIONAL ACTIVITIES

3-1-500–EDUCATIONAL ACTIVITIES

For institutions offering programs in which state certification, licensing, or registration is mandatory in order to become employed in a specific career field, curriculums must contain the necessary course work to afford students the opportunity to obtain the minimum skills and competencies in order to become certified, licensed, or registered in that career field.

R.04 Is licensure, certification or registration required to practice in the specific career field?
 Yes No (*Skip to Question R.06.*)

R.05 Does the program provide the students with the necessary skills to obtain the above licensure, certification or registration?
 Yes No

If *Yes*, what is the pass rate for the past two years of program graduate? If pass rates are unavailable, please explain.
 [REDACTED]

If *No*, insert the section number in parentheses and explain:
 [REDACTED]

3-1-511. Program Administration. The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.

Within the administrative structure of the institution, program administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.

R.06 Who is assigned to administer all academic programs, and what are this person's qualifications?
 [REDACTED]

R.07 Does this individual possess appropriate academic or experiential qualifications?
 Yes No

If *No*, insert the section number in parentheses and explain:
 [REDACTED]

R.08 Who is assigned to administer the new credential (e.g., program chair or lead instructor), and what are this person's qualifications?
 [REDACTED]

R.09 Does this individual possess appropriate academic or experiential qualifications?
 Yes No

If *No*, insert the section number in parentheses and explain:
 [REDACTED]

R.10 Does the program administrator have sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes No

If *No*, insert the section number in parentheses and explain:

■

R.11 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes No

If *No*, insert the section number in parentheses and explain:

■

3-1-512. Program Planning. Educational programs shall be consistent with the stated mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

(a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.

(b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.

R.12 Is there evidence of input from students, graduates, administrators, faculty, and other interested parties in the formation and design of the new program?

Yes No

If *No*, insert the section number in parentheses and explain:

■

R.13 Are appropriate provisions made in the new program for individual differences among students?

Yes No

If *No*, insert the section number in parentheses and explain:

■

3-1-513. Program Development. The educational programs shall evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both. The following apply:

(a) The curricula shall be published in the institution's catalog and shall state objectives specific to each curriculum. Additionally, there shall be a detailed syllabus on file for each course in each curriculum that is made available to each student enrolled in the class. For independent study courses, institutions are required to develop a learning contract that outlines the course objectives and procedures unique to this form of

R.14 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to the academic credential?

Yes No

If *No*, insert the section number in parentheses and explain:

■

instruction. For practica, externships, and internships, institutions are required to develop a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria. The Council's expectations for detailed syllabi, independent study, practica, externships, and internships are outlined in the Glossary.

- (b) The courses offered shall be available when needed by the student in the normal pursuit of a program of study. Prerequisites must be indicated. The prerequisite system must assure proper qualifications of students in any given class and provide an increasing level of difficulty as the student progresses.

Institutions may record student progress in clock hours or credit hours as defined in the Glossary. When appropriate, special consideration should be given to remediation and English as a Second Language programs. (For additional information, see Appendix F, Guidelines for English as a Second Language).

- R.15 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

Yes No

If *No*, insert the section number in parentheses and explain:

██████████

- R.16 Are course prerequisites appropriate?

Yes No

If *No*, insert the section number in parentheses and explain:

██████████

- R.17 Is an appropriately detailed syllabus on file for each course in the program?

Yes No

If *No*, insert the section number in parentheses, list the courses, and explain:

██████████

- R.18 If the program includes a practicum, externship, or internship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

Yes No

Not Applicable (these elements are not part of the program or no student is at that point in the program)

If *No*, insert the section number in parentheses and explain:

██████████

- R.19 If the program includes independent study courses, does the campus have a learning contract that outlines the course objectives and procedures unique to this form of instruction?

Yes No

Not Applicable (no courses are offered via independent study)

If *No*, insert the section number in parentheses and explain:

■

3-1-516. Course and Program Measurement. The Council recognizes that institutions must provide for their students a learning environment in which achievement is encouraged. It further recognizes the legitimacy of both traditional (e.g., lecture/laboratory/practicum) and nontraditional (e.g., distance education or independent study) educational delivery methods. A framework for transfer of credit and consistent application of academic credit awards should apply to all of these varied forms of educational delivery.

Institutions, therefore, must demonstrate a knowledge of appropriate academic course and program measurement and correct application of the measurement.

- (a) Credit in traditionally delivered programs measured in credit hours must be calculated based on one of the following attribution formulas:
- (i) One quarter credit hour equals, at a minimum, 10 classroom hours of lecture, 20 hours of laboratory, and 30 hours of practicum. The formula for calculating the number of quarter credit hours for each course is: (hours of lecture/10) + (hours of lab/20) + (hours of practicum/30); or
 - (ii) One semester credit hour equals, at a minimum, 15 classroom hours of lecture, 30 hours of laboratory, and 45 hours of practicum. The formula for calculating the number of semester credit hours for each course is: (hours of lecture/15) + (hours of lab/30) + (hours of practicum/45).

R.20 Is credit appropriately converted in relation to total student contact hours in each class?

Yes No

If *No*, insert the section number in parentheses, identify the courses, and explain:

■

3-1-521. Conferring of Credentials. The conferring of certificates, diplomas, or degrees by an institution shall be consistent with its mission and objectives and in compliance with applicable state laws.

R.21 Is the credential awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?

Yes No

If *No*, insert the section number in parentheses and explain:

■

3-1-540- FACULTY

3-1-541. Faculty Preparation. Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach. Faculty members shall be competent to teach the subject matter offered and shall have reasonable latitude in their choice of teaching methods. The institution must provide evidence that all faculty members are graduates of institutions accredited by agencies recognized by the United States Department of Education. Faculty who are graduates from institutions outside the United States

R.22 Are official transcripts for all credentials held on file for all instructors in the program?

Yes No

If *No*, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

■

must be graduates of institutions recognized by their government and their transcript must be translated into English and be evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States.

3-1-542. Verification of Credentials. Institutions must maintain evidence of the credentials that qualify faculty members to teach their assigned courses. Official transcripts for all academic credentials held by all faculty members shall be on file in the administrative offices at the campus location nearest to where the faculty member is primarily employed. An official transcript is one sent from the registrar's office at the institution where study was completed directly to an employing institution. A transcript bearing the notation "issued to student" is not an official transcript for employment purposes.

3-1-543. Faculty Development. Institutions are required to establish faculty development plans including both in-service and professional growth activities to enhance faculty expertise. There shall be documented evidence on an annual basis of these development plans and their implementation. For those faculty who are trained in teaching methodology on the postsecondary level and who possess limited related outside employment, the plan should concentrate on content update, e.g., new software, equipment, techniques, etc. Institutions are responsible for demonstrating that these plans are appropriate given each faculty members' training, education, and related work experience and that they provide the proper mix of in-service training and professional growth based on the academic and experiential background of the faculty. (See Glossary for definitions of "in-service training", "professional growth", and "faculty development").

3-1-544. Faculty Meetings. Regularly scheduled faculty meetings or department meetings, with participation by full-time and part-time faculty, shall be held. Discussions and attendance shall be recorded.

- R.23 Have all foreign transcripts been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States?
- Yes No
 Not Applicable (no faculty hold foreign transcripts)

If *No*, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

██████████

- R.24 What is the campus' plan to continue to provide qualified faculty to teach in the new program?
- ██████████
- R.25 Is there documented evidence of a systematic program of in-service training at the campus?
- Yes No

If *No*, insert the section number in parentheses and explain:

██████████

- R.26 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis, including documentation to support completed activities listed on the plans?
- Yes No

If *No* for missing plans or documentation of implementation, insert the section number in parentheses, list faculty names, and explain:

██████████

- R.27 Is there evidence that full-time and part-time instructors in this program participate in regularly scheduled faculty meetings?
- Yes No

If *No*, insert the section number in parentheses and explain:

██████████

3-3-200—EDUCATIONAL ACTIVITIES

3-3-201. Objectives. The objectives of an occupational associate's degree program are an extension of the institution's awareness of its mission and its application to its constituencies. An institution applying for the inclusion of an occupational associate's degree program shall demonstrate that its programs and courses are appropriate to its mission and to its specific goals and objectives.

Occupational associate's degree programs should emphasize both achievement of vocational objectives and general education. This emphasis requires courses in general education that are relevant both quantitatively and qualitatively to the chosen degree.

3-3-202. Education Requirements. The minimum number of credits required for the occupational associate's degree shall be 60 semester hours, 90 quarter hours, or 1800 clock hours, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit may be granted for appropriate work at other institutions.

There shall be a minimum of 10 semester hours, 15 quarter hours, or their equivalent in general education or applied general education courses. The catalog must identify the courses that satisfy the general education requirements, and it must provide an explanation of the course numbering system.

The Council's expectations for general education and applied general education are outlined in the Glossary section.

FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

~~R.28—Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?~~

~~— Yes — No~~

~~— If No, insert the section number in parentheses and explain:~~

~~— [REDACTED]~~

~~R.29—Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent but less than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?~~

~~— Yes — No~~

~~— If No, insert the section number in parentheses and explain:~~

~~— [REDACTED]~~

~~R.30—Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?~~

~~— Yes — No~~

~~— If No, insert the section number in parentheses and explain:~~

~~— [REDACTED]~~

~~R.31—Are the courses that satisfy the general education requirements identified in the catalog?~~

~~— Yes — No~~

~~— If No, insert the section number in parentheses and explain:~~

~~— [REDACTED]~~

3-3-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering occupational associate's degrees, with due allowance for meeting special objectives. The primary purpose of the degree shall be

~~R.32—Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions~~

technical in nature with courses designed to assist students in the application of these skills in the workplace. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of institutions offering occupational associate's degrees. Evidence shall be provided that curricular offerings require appropriate use of library resources.

~~offering the same degree?~~

~~Yes No~~

~~If No, insert the section number in parentheses and explain:~~

~~_____~~

~~R.33 Is there evidence that curricular offerings require the appropriate use of library resources?~~

~~Yes No~~

~~If No, insert the section number in parentheses and explain:~~

~~_____~~

3-4-202. Education Requirements. The minimum number of credits required for the academic associate's degree shall be 60 semester hours, 90 quarter hours, or their equivalent, normally earned over a period of four semesters, six quarters, or the equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the areas of concentration; and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses. Courses within the area of concentration of the subject matter of the program shall not be considered general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements, and it must provide an explanation of the course numbering system.

FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

R.34 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of at least four semesters, six quarters, or the equivalent?

Yes No

If No, insert the section number in parentheses and explain:

R.35 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 15 semester hours, 22.5 quarter hours, or their equivalent in general education courses?

Yes No

If No, insert the section number in parentheses and explain:

R.36 Are all general education courses appropriate for the program and do they meet Council standards?

Yes No

If No, insert the section number in parentheses and explain:



R.37 Are the courses that satisfy the concentration and general education requirements identified in the catalog?

Yes No

If *No*, insert the section number in parentheses and explain:

3-4-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering academic associate's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

R.38 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes No

If *No*, insert the section number in parentheses and explain:



R.39 Is there evidence that curricular offerings require the appropriate use of library resources?

Yes No

If *No*, insert the section number in parentheses and explain:



3-5-202. Education Requirements. The minimum number of credits required for the bachelor's degree shall be 120 semester hours, 180 quarter hours, or their equivalent, normally earned over a period of eight semesters, 12 quarters, or their equivalent. Transfer and award of credit for appropriate work at other institutions may be granted.

There shall be a minimum of 60 semester hours, 90 quarter hours, or their equivalent within the areas of concentration; and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses. The catalog must identify the courses that satisfy the concentration and general education requirements and those that are upper-division courses, and it must provide an explanation of the course numbering system.

~~**FOR BACHELOR'S DEGREES ONLY**~~

~~R.40 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?~~

~~Yes No~~

~~If *No*, insert the section number in parentheses and explain:~~



~~R.41 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration and a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education~~

~~courses?~~

~~Yes No~~

~~If No, insert the section number in parentheses and explain:~~

~~_____~~

~~R.42 Are all general education courses appropriate for the program and do they meet Council standards?~~

~~Yes No~~

~~If No, insert the section number in parentheses and explain:~~

~~_____~~

~~R.43 Are the courses that satisfy the concentration, general education, and upper division requirements identified in the catalog?~~

~~Yes No~~

~~If No, insert the section number in parentheses and explain:~~

~~_____~~

~~R.44 If the campus offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly and accurately describe the requirements for admission?~~

~~Yes No~~

~~Not Applicable (campus offers all four years of the degree)~~

~~If No, insert the section number in parentheses and explain:~~

~~_____~~

3-5-203. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other collegiate institutions offering bachelor's degrees. It should help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require appropriate use of library resources.

~~R.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?~~

~~Yes No~~

~~If No, insert the section number in parentheses and explain:~~

~~_____~~

~~R.46 Is there evidence that curricular offerings require the appropriate use of library resources?~~

~~_____ Yes _____ No~~

~~_____ If No, insert the section number in parentheses and explain:~~

~~_____~~

3-6-301. Committee Oversight. The responsibility for developing, modifying, and maintaining the graduate program shall be performed by a qualified designated committee to include, but not restricted to, students, faculty, administrators, and employers.

3-6-302. Program Administration. The administration of the graduate program shall be performed by a qualified individual with appropriate administrative and educational background and experience for the direction of a graduate program. The duties of this individual may be full- or part-time with adequate staff support.

~~FOR MASTER'S DEGREES ONLY~~

~~R.47 Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of this graduate degree program?~~

~~_____ Yes _____ No~~

~~_____ If No, insert the section number in parentheses and explain:~~

~~_____~~

~~R.48 Who will oversee the new program and what are this person's qualifications?~~

~~_____~~

~~R.49 Does this individual possess appropriate academic or experiential qualifications?~~

~~_____ Yes _____ No~~

~~_____ If No, insert the section number in parentheses and explain:~~

~~_____~~

3-6-403. Education Requirements. The minimum number of credits required for the master's degree shall be 30 semester hours, 45 quarter hours, or their equivalent, of course work plus a thesis at the graduate level; or 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required. The master's degree normally is earned over three semesters, five quarters, or the equivalent. The catalog must provide an explanation of the course numbering system.

~~R.50 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required?~~

~~_____ Yes _____ No~~

~~_____ If No, insert the section number in parentheses and~~

~~explain:~~
~~_____~~

~~R.51 Does the program take at least three semesters, five quarters, or the equivalent to earn the degree?~~

~~_____ Yes _____ No~~

~~_____ If No, insert the section number in parentheses and explain:~~
~~_____~~

3-6-404. Curriculum. The curriculum shall quantitatively and qualitatively approximate the standards at other institutions offering master's degrees. Instructional procedures, texts, materials, and technology shall be appropriate to the purposes, curriculums, and standards of collegiate institutions. Evidence shall be provided that curricular offerings require the appropriate use of library resources.

~~R.52 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?~~

~~_____ Yes _____ No~~

~~_____ If No, insert the section number in parentheses and explain:~~
~~_____~~

~~R.53 Is there evidence that curricular offerings require the appropriate use of library resources?~~

~~_____ Yes _____ No~~

~~_____ If No, insert the section number in parentheses and explain:~~
~~_____~~

3-6-405. Enrollment. Enrollment in graduate-level courses must be sufficient to support regularly scheduled and conducted classes and laboratory work. Graduate-level courses shall be offered and shall be based on appropriate prerequisites.

~~R.54 Is the enrollment sufficient to support regularly scheduled and conducted classes and laboratory work?~~

~~_____ Yes _____ No~~

~~_____ If No, insert the section number in parentheses and explain:~~
~~_____~~

3-6-603. Transfer of Credit. Transfer of credit for appropriate master's-level course work from another institution may be granted according to the policy established by the institution. No more than one-half of the credits required for the master's degree may be transferred from another institution.

~~R.55 Does the campus accept no more than one-half of the credits required for the degree as transfer credits?~~

~~_____ Yes _____ No~~

~~_____ If No, insert the section number in parentheses and explain:~~
~~_____~~

3-7-403. Education Requirements. The number of credits required for the doctoral degree shall be, at a minimum, 90 semester hours, 135 quarter hours, or their equivalent, of course work beyond the bachelor's degree. This includes credit for the research project/dissertation or other required academic or professional activities.

The doctoral degree normally is earned over three to five years or the equivalent for full-time students. Limitations on the time to degree for part-time students need to be clearly outlined. Statutes of limitations for program completion and course work must be clearly disclosed to students and included in the institutional catalog, as well as on the enrollment agreement.

For certain first-professional degrees whose structure differs from that of other professional doctoral degrees, the required credit hour total and expected time to degree shall conform to what is typical for the field.

The catalog must provide a detailed explanation of the required courses in the program, as well as a description of the required activities and research elements necessary to complete the program.

FOR DOCTORAL PROGRAMS ONLY

~~R.56~~ Does the doctoral program require?

~~(a) At least 90 semester hours, 120 quarter hours, or their equivalent, of course work beyond the bachelor's degree.~~

~~Yes No~~

~~(b) A capstone or equivalent project.~~

~~Yes No~~

~~(c) Three to five years to complete.~~

~~Yes No~~

~~— If No for any item, insert the section number in parentheses and explain:~~

~~R.57~~ Is a statute of limitations for program completion included in the campus catalog and on the enrollment agreement (if one is used)?

~~Yes No~~

~~— If No, insert the section number in parentheses and explain:~~

~~R.58~~ Does the catalog explain the required courses and describe the required activities and research elements necessary to complete the program?

~~Yes No~~

~~— If No, insert the section number in parentheses and explain:~~

3-7-603. Transfer of Credit. Transfer of credit for appropriate master's or doctorate-level course work from another institution may be granted according to the policy established by the institution. No more than 20% of the credits required for the doctorate degree may be transferred from another institution. Academic credit shall not be awarded for experiential learning activity.

~~R.59~~ Does the campus accept no more than 20 percent of the credits required for the degree as transfer credits?

~~Yes No~~

~~— If No, insert the section number in parentheses and explain:~~

~~R.60 Does the campus avoid granting credit for experiential learning in the doctoral program?~~

~~_____ Yes _____ No~~

~~_____ If No, insert the section number in parentheses and explain:~~

~~_____~~

3-7-800-PUBLICATIONS

There shall be a separate section in the institution's catalog describing the doctorate degree program requirements, admissions procedures, transfer policies, graduation requirements, regulations, and course descriptions.

~~R.61 Is there a separate section in the catalog describing the doctoral program?~~

~~_____ Yes _____ No~~

~~_____ If No, insert the section number in parentheses and explain:~~

~~_____~~

GENERAL COMMENTS

~~_____~~

LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

~~3-3-402, 3-4-402, 3-5-402, 3-6-702, & 3-7-702. Budget.~~ An annual library budget, appropriate to the size and scope of the institution and the programs offered, shall be established and the allocation expended for the purchase of books, periodicals, library equipment, and other resource and reference materials.

FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S, AND DOCTORAL DEGREES ONLY

R.62 Is the campus' established annual budget appropriate for the program, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

Yes No

If No, insert the section number in parentheses and explain:

~~_____~~

R.63 What is the amount of the current year's library budget?

~~_____~~

R.64 What portion of the current year's library budget has been spent and how has the money been allocated?
 [REDACTED]

3-4-404 & 3-5-404. Use and Accessibility. The faculty should inspire, motivate, and direct student usage of the library resources. The library's adequacy ultimately is determined by the extent to which physical and/or online resources including full-text resources support all the courses offered by the institution.

For library resources, the Dewey Decimal System, Library of Congress classification system, or other appropriate system of classification should be used. Records of physical and/or online circulation and inventory shall be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the physical and/or online resources including full-text holdings.

Physical and/or online, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized on site, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the nature of the participating library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or online resources including full-text reference materials appropriate for the offerings of the institution.

3-6-704. Use and Accessibility. It is the faculty's responsibility to inspire, motivate, and direct student usage of the library resources. The library's adequacy ultimately is determined by the extent to which physical and/or online, full-text resources support all the courses offered by the institution.

For library resources, the Dewey Decimal System, Library of Congress classification system, or other appropriate system of classification should be used. Records of physical and/or online circulation and inventory shall be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the physical and/or online, full-text holdings.

Physical and/or online, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized on site, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the uniqueness of the lending library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or on-line, full-text reference materials appropriate for the offerings of the institution.

3-7-704. Use and Accessibility. Faculty are responsible for inspiring, motivating, and directing student usage of the library resources. The library's adequacy ultimately is determined by the extent to which physical and/or on-line, full-text resources support all the courses offered by the institution. For library resources, the Dewey Decimal System, Library of Congress classification system, or other appropriate system of classification should be used. Records of physical and/or on-line circulation and inventory shall be current and accurate and must be maintained to assist staff and faculty in

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREES ONLY

R.65 Does the faculty inspire, motivate, and direct student usage of the library resources?

Yes No

If *No*, insert the section number in parentheses and explain:
 [REDACTED]

R.66 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

Yes No

If *No*, insert the section number in parentheses and explain:
 [REDACTED]

R.67 Are records of physical and/or online resources and circulation accurate and up to date?

Yes No

If *No*, insert the section number in parentheses and explain:
 [REDACTED]

evaluating the adequacy and utilization of the holdings.

Physical and/or on-line, full-text library materials and services must be available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized, a sufficient number of terminals shall be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the uniqueness of the lending library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or on-line reference materials appropriate for the offerings of the institution.

3-4-405. Holdings. A collegiate library shall contain up-to-date physical and/or online resources including full-text titles appropriate for the size of the institution and the breadth of and enrollment in its educational programs. The library collection shall include holdings on the Humanities, Arts, Social Sciences, and Sciences, including mathematics; magazines and essential professional journals and periodicals; and, when appropriate, online data networks and retrieval systems, CD-ROMs, and interactive research systems that support the offerings of the institution.

3-5-405. Holdings. A collegiate library shall contain up-to-date physical and/or online resources including full-text titles appropriate for the size of the institution and the breadth of and enrollment in its educational programs. The library collection shall include holdings on the Humanities, Arts, Social Sciences, and Sciences, including mathematics; magazines and professional journals and periodicals; and, when appropriate, online data networks and retrieval systems, CD-ROMs, and interactive research systems that support the offerings of the institution.

3-6-705. Holdings. The library shall support the academic programs and the intellectual and cultural development of students, faculty, and staff; shall provide current and appropriate physical and/or online, full-text resources for the size of the institution and the breadth of and enrollment in its educational programs; shall provide, when appropriate, online data networks and retrieval systems, CD-ROMs, and interactive research systems; and shall be capable of supporting an understanding of scholarly research and/or scholarly research at the graduate level.

3-7-705. Holdings. The library shall support the academic programs and the intellectual and cultural development of students, faculty, and staff; shall provide current and appropriate resources for the size of the institution and the breadth of and enrollment in its educational programs; shall provide, when appropriate, physical and/or on-line, full-text data networks and retrieval systems, CD-ROMs, and interactive research systems; and shall be capable of supporting scholarly research at the graduate level.

3-4-401 & 3-5-401. Staff. A professionally trained individual shall supervise and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A professionally trained individual is one who holds a bachelor's or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable. The professionally trained individual must participate in documented professional growth activities.

During scheduled library hours, there shall be a trained individual on duty to supervise the library and to assist students with library functions. This individual shall be competent both to use and to aid in the use of the library technologies and resources.

- R.68 Are the library holdings for this program, including full-text online collections, up-to-date and adequate for the new program?
 Yes No

If *No*, insert the section number in parentheses and explain:

█

- R.69 Describe the campus' plans for continuing to provide library and instructional resources to support the new program?

- R.70 Describe any full-text online collections available to students:

█

- Not Applicable (online resources are not utilized)

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

- R.71 Is there a professionally trained individual (holds a bachelor's or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable) on staff who supervises and manages the library and instructional resources, facilitates their integration into all phases of the

campus' curricular and educational offerings, and assists students in their use?

Yes No

If *No*, insert the section number in parentheses and explain:

■

R.72 Is documentation on file to evidence the librarian participates in professional growth activities?

Yes No

If *No*, insert the section number in parentheses and explain:

■

R.73 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

■

R.74 Is there a trained individual, who is competent to both use and aid in the use of library technologies and resources, on duty to supervise the library and to assist students with library functions during scheduled library hours?

Yes No

If *No*, insert the section number in parentheses and explain:

■

3-4-403 & 3-5-403. Function. The library function is shaped by the educational programs of the college. Appropriate reference, research, and information resources must be made available to provide basic support for curricular and educational offerings and to enhance student learning.

R.75 Does the library make available appropriate reference, research, and information resources to provide basic support for this program?

Yes No

If *No*, insert the section number in parentheses and explain:

■

3-6-701. Staff. A professionally trained individual shall supervise and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A professionally trained individual is one who holds a M.L.S. degree or the equivalent, with special qualifications to aid students in research. The professionally trained individual must participate in

~~FOR MASTER'S AND DOCTORAL DEGREES ONLY~~

~~R.76 Who is the onsite librarian, what are this person's qualifications, and what are his or her hours onsite?~~

documented professional growth activities.

3-7-701. Staff. A professionally trained individual shall supervise and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A professionally trained individual is one who holds a M.L.S. degree or the equivalent, with special qualifications to aid students in research. The professionally trained individual must participate in documented professional growth activities.

~~R.77— Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?~~

~~_____ Yes _____ No~~

~~_____ If No, insert the section number in parentheses and explain:~~

~~_____~~

~~R.78— Have library staff transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degrees to degrees awarded by institutions in the United States?~~

~~_____ Yes _____ No~~

~~_____ Not Applicable (staff do not hold foreign credentials)~~

~~R.79— Is documentation on file to evidence the librarian participates in professional growth activities?~~

~~_____ Yes _____ No~~

~~_____ If No, insert the section number in parentheses and explain:~~

~~_____~~

3-3-401. Staff. An individual with the ability to maintain the resources and to assist students and faculty shall be designated to oversee the resources of the institution.

~~FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY~~

~~R.80— Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?~~

~~_____ Yes _____ No~~

~~_____ If No, insert the section number in parentheses and explain:~~

~~_____~~

3-3-403. Function. The library function is shaped by the educational programs of the institution. Appropriate reference, research, and information resources must be made available to enhance, augment, and support the curricular and educational offerings. The resources shall include the study, reading, and information technology facilities necessary to make the educational programs effective. The ultimate test of the library's adequacy is determined by the extent to which its resources support all the courses offered by the institutions.

~~R.81 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of the new program?~~

~~_____ Yes _____ No~~

~~_____ If No, insert the section number in parentheses and explain:~~

~~_____~~

GENERAL COMMENTS:

~~_____~~

SUMMARY

The institution is not in compliance with the *Accreditation Criteria* in the following areas:

<u>Number</u>	<u>Citation(s)</u>	<u>Summary Statement</u>

Note: The citation number should be in bold. The summary statement should be followed by the report page number in parenthesis.

RECOMMENDATIONS

The evaluation team offers the following recommendation(s) for the institution's consideration (*Recommendations are not included in the report seen by the Council*):

From: Chinita D. Obi <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/28C97A3CE7014CE9A556D0B750138816-CHINITA D.>
Sent: 8/5/2014 1:30:05 PM -0400
To: Ifarr@ (b)(6)
Subject: New Grant/Reevaluation Visit Le Cordon Bleu College of Culinary Arts Orlando ID# 00019776

Good afternoon,

Thank you for taking my call today. I look forward to working with you and visiting your campus. As promised, I am following up on our call, to confirm that we have tentatively scheduled a visit for **Tuesday and Wednesday, September 9 and 10.** This is a two day visit. You will receive further correspondence from me in the coming weeks.

Summary of information

Do you have any campus additions or learning sites? NO
Is distance education offered for this programs? NO
Do you have any programmatic accreditation for this program? YES
Additional new programs? NO
Paperless visit: YES (with exception of faculty and student files)
Classes: Day and evening, Mon-Fri

Please send the following information below as soon as possible, via email:

- 1) Enrollment during the time of the visit.
 - a. Projected total enrollment
 - b. Projected program enrollment

Documentation of current accreditation for each approved program with the American Culinary Federation.

- 3) Class time for day and evening sessions.

Confirm approved programs

Le Cordon Bleu Culinary Arts certificate

Le Cordon Bleu Culinary Arts academic associate's degree

Le Cordon Bleu Baking and Patisserie certificate

Le Cordon Bleu Baking and Patisserie academic associate's degree

Thank

you,

Chinita D. Obi

Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

www.acics.org | 202.336.(b)(6) - p | 202.842.2593 - f

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LE CORDON BLEU

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- Sacramento, CA
- San Francisco, CA
- Scottsdale, AZ
- Seattle, WA
- St. Louis, MO

October 15, 2015

Dr. Albert C. Gray
 President and Chief Executive Officer
 Accrediting Council for Independent Colleges and Schools
 750 First Street NE
 Suite 980
 Washington, DC 20002-4223

*RE: Le Cordon Bleu College of Culinary Arts Seattle #00023929
 – Response to Visit Finding*

Dear Dr. Gray:

Le Cordon Bleu College of Culinary Arts in Seattle submits below its response to the team finding from the Evaluation Team Report dated October 7, 2015.

Should you have any questions, please contact me at (206) 268-(b)(6) or [jsohonie@\(b\)\(6\)](mailto:jsohonie@(b)(6))

Sincerely,

(b)(6)

Jennifer Sohonie
 Campus Director

Le Cordon Bleu College of Culinary Arts – Seattle, WA - ID Code: 00023929

Response by Le Cordon Bleu College of Culinary Arts in Seattle (“LCB” or the “College”) to the Evaluation Team Report dated October 7, 2015 from the Accrediting Council for Independent Colleges and Schools (ACICS) that summarizes the findings of the team from the Quality Assurance Monitoring – Higher Credential Visit on-site evaluation conducted on September 21, 2015.

Cite #1 - Area of Non-Compliance

(Section 3-1-701 & Appendix C): The campus's catalog is not current and does not accurately describe the new programs. While the team was on-site, the campus presented the Le Cordon Bleu College of Culinary Arts 2014-2015 Catalog effective May 2014 – May 2015. Therefore, the catalog does not meet Council standards.

Cite #1 – Narrative

Le Cordon Bleu College of Culinary Arts complies with the ACICS criteria Sections 3-1-701 and Appendix C and understands the importance of demonstrating that the school’s catalog and addendum are current and correctly presents accurate campus and program information.

Prior to and during the team’s on-site visit, the Le Cordon Bleu College of Culinary Arts 2014-2015 Catalog, effective May 2014 – May 2015 and addendum accurately described all programs and courses offered at the campus. Non-substantive changes to Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts and Patisserie and Baking programs and course descriptions, effective February 16, 2015, are described on pages 24 – 27 of the current catalog addendum.

Additionally, page 8 of the current addendum contains an updated effective period of time covered by the catalog, which is May 2014 through December 31, 2015. The Le Cordon Bleu College of Culinary Arts 2015-2016 Catalog is current in publication and only lists the publication date of October 2015 and does not contain an effective end date.

Cite #1 - Supporting Document(s)

LCB submits the following as **Cite #1 - Supporting Documents**:

1. Le Cordon Bleu College of Culinary Arts 2014-2015 Catalog and Addendum
2. Le Cordon Bleu College of Culinary Arts 2015-2016 Draft Catalog and Addendum

This document and the response outlined above demonstrate LCB’s commitment and preparation in ensuring that the school’s catalog is accurate and in compliance with ACICS Accreditation Criteria. As such, LCB complies with ACICS’s *Section 3-1-701 & Appendix C, Policies, Procedures and Standards*.

SUPPORTING DOCUMENTS # 1

Le Cordon Bleu College of Culinary Arts 2014-2015 Catalog and
Addendum



LE CORDON BLEU®

LE CORDON BLEU
COLLEGE OF CULINARY ARTS

2014 - 2015 CATALOG

LE CORDON BLEU 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

Publication Date: May 2014

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LE CORDON BLEU CATALOG

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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.



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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

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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.acfcchefs.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

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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 98504-3430

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

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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**

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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.

LE CORDON BLEU CATALOG

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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**

LE CORDON BLEU CATALOG

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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.

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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

LE CORDON BLEU CATALOG

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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

LE CORDON BLEU CATALOG

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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.

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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

LE CORDON BLEU CATALOG

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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**

LE CORDON BLEU CATALOG

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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**

LE CORDON BLEU CATALOG

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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**

LE CORDON BLEU CATALOG

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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

LE CORDON BLEU CATALOG

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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

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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

LE CORDON BLEU CATALOG

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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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LE CORDON BLEU CATALOG

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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

LE CORDON BLEU CATALOG

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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

LE CORDON BLEU CATALOG

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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, Maître 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

LE CORDON BLEU CATALOG

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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.

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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.

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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.

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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.

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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.

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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.

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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

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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/alterred 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.

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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

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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

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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.

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- 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 Scholarship 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

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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

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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

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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

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

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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

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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)

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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.

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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 19765

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

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.

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 $(150\%) \times 180 = 270$ 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.

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

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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

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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.

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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).

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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.

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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. ED00019776

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.

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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.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, 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

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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.





2014-2015 Catalog Addendum

Tuition and Fees

As of 02/16/2015 Start

Certificate in Le Cordon Bleu Culinary Arts/Patisserie and Baking	
Tuition	\$19,500
Application Fee (non-refundable)	\$50
Total Cost	\$19,550

Associate of Applied Science in Le Cordon Bleu Culinary Arts/Patisserie and Baking Programs	
Tuition	\$40,000
Application Fee (non-refundable)	\$50
Total Cost	\$40,050

Tuition charges include books, supplies, and uniforms. The tuition listed above is for the total length of the program. Reduced tuition charges apply in the case of repeated courses.

Reduced Tuition Charge for Repeat Course Work (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 and 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.

NSF Fee - A fee of \$25 will be assessed for any checks returned for non-payment

Transfer Credit Adjustment – Transfer Credit will be processed at a per credit charge as calculated by taking the total program tuition divided by the total program credits, multiplied by the number of credits approved for transfer by Le Cordon Bleu College of Culinary Arts.

Tuition and Fees are also disclosed on Tuition and Fees Sheet published at: http://www.chefs.edu/Admissions/~media/LCB/Files/Docs-Resources/Seattle_TuitionAndFees.ashx



Academic Calendar

As of 1/1/2015

21 Month | 84 Week Programs

-Associate of Applied Science in Le Cordon Bleu Culinary Arts

-Associate of Applied Science in Le Cordon Bleu Patisserie & Baking

Start Date	Anticipated Completion Date
08/18/2014	05/13/2016
09/29/2014	06/24/2016
11/10/2014	08/12/2016
01/05/2015	09/23/2016
02/16/2015	11/04/2016
04/06/2015	12/16/2016
05/18/2015	02/17/2017
07/06/2015	03/31/2017
08/17/2015	05/19/2017
09/28/2015	06/30/2017
11/09/2015	08/18/2017

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
08/18/2014	08/14/2015
09/29/2014	09/25/2015
11/10/2014	11/06/2015
01/05/2015	12/18/2015
02/16/2015	02/12/2016
04/06/2015	03/25/2016
05/18/2015	05/13/2016
07/06/2015	06/24/2016
08/17/2015	08/12/2016
09/28/2015	09/23/2016
11/09/2015	11/04/2016


2014/2015 Academic Calendar

Module start date	Module end date
07/07/2014	08/15/2014
08/18/2014	09/26/2014
09/29/2014	11/07/2014
11/10/2014	12/19/2014
01/05/2015	02/13/2015
02/16/2015	03/27/2015
04/06/2015	05/15/2015
05/18/2015	06/26/2015
07/06/2015	08/14/2015
08/17/2015	09/25/2015
09/28/2015	11/06/2015
11/09/2015	12/18/2015

Classes are offered on days marked with an "x":

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	X	X	X	X	X	



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Observed Holidays-No Classes

Holiday	Date(s) of Break: Classes Resume:
Martin Luther King Jr. Day	Monday 01/19/2015 Classes Resume on Tuesday 01/20/2015
In-Service Day*	Friday 02/13/2015 Classes Resume on Monday 02/16/2015
In-Service Day*	Thursday 03/26/2015 to Friday 03/27/2015
Spring Break	Saturday 03/28/2015 to Sunday 04/05/2015 Classes Resume on Monday 04/06/2015
In-Service Day*	Thursday 05/14/2015 to Friday 05/15/2015 Classes Resume on Monday 05/18/2015
Memorial Day	Monday 05/25/2015 Classes Resume on Tuesday 05/26/2015
In-service Day*	Friday 06/26/2015
Summer Break	Saturday 06/27/2015 to Sunday 07/05/2015 Classes Resume on Monday 07/06/2015
In-Service Day*	Thursday 08/13/2015 to Friday 08/14/2015 Classes Resume on Monday 08/17/2015
Labor Day	Monday 09/07/2015 Classes Resume on Tuesday 09/08/2015
In-Service Day*	Friday 09/25/2015 Classes Resume on Monday 09/28/2015
In-Service Day*	Thursday 11/05/2015 to Friday 11/06/2015 Classes Resume on Monday 11/09/2015
Thanksgiving Holiday	Thursday 11/26/2015 to Friday 11/27/2015 Classes Resume on Monday 11/30/2015.
Winter Break	Saturday 12/19/2015 to Sunday 01/03/2016 Classes Resume on Monday 01/04/2016

*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.



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Faculty and Staff

Faculty – as of 06/30/2014

Name	Discipline	Education & Professional Licensure/Certification	Full/Part Time
Carr, Ronald	General Education/ Psychology	<ul style="list-style-type: none"> M. A., Psychology, Puget Sound Christian College B. A., Social Sciences, City University of Seattle 	Part time
Creek, Randall	General Education/ Mathematics	<ul style="list-style-type: none"> M.A. Education, Antioch University B.A. Mathematics, University Washington 	Full time
Hess, Cynthia, P.C.E.C.	Culinary	<ul style="list-style-type: none"> A.O.S., Culinary Institute of America 	Full time
Kim, Brian, C.P.C.	Lead Instructor Culinary/ Patisserie and Baking	<ul style="list-style-type: none"> A.O.S., Le Cordon Bleu Culinary Arts, California School of Culinary Arts 	Full time
Knaup, David, C.E.C.	Culinary	<ul style="list-style-type: none"> A.O.S., Culinary Arts, Culinary Institute of America A.A.S., Food Service, Southeast Community College 	Full time
Mah, Warren	Culinary	<ul style="list-style-type: none"> A.O.S. Culinary Arts, Culinary Institute of America 	Full time
Mikosz, Daniel C.E.P.C.	Culinary/ Patisserie and Baking	<ul style="list-style-type: none"> Certificate, Pastry and Specialty Baking, South Seattle Community College B.S. Finance, Indiana University 	Full time
O'Brien, Kathleen	General Education/English and Literature	<ul style="list-style-type: none"> M.A. English, University of California Davis B. A. English, University of Massachusetts Boston 	Full Time
Ortiz, Stephen	Patisserie and Baking	<ul style="list-style-type: none"> Diploma-French Culinary Institute NY- Patisserie 	Full Time
Ostrander, Leesa	General Education/Communic ations	<ul style="list-style-type: none"> M.A. English – Professional Writing, Northern Arizona University M.A. Education, Human Relations, Northern Arizona University B.S. Human Communication, Arizona State University 	Part time
Prine, Diana	Culinary	<ul style="list-style-type: none"> Associate in Occupation Studies, Culinary Arts, Culinary Institute of America, Hyde Park NY Professional Food Service Development Degree, Bates Technical College, Tacoma WA 	Full Time
Rhodes, Lauren	Culinary	<ul style="list-style-type: none"> M.B.A. – University of Phoenix B.S. Food Service Management Johnson and Wales A.O.S. Culinary Arts Johnson and Wales 	Full time
Schmutz, Shad	Culinary	<ul style="list-style-type: none"> A. A. , Liberal Arts, Johnson County Community College, Certificate, Culinary Arts, Le Cordon Bleu College 	Full Time

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Name	Discipline	Education & Professional Licensure/Certification	Full/Part Time
		of Culinary Arts	
Thiery, Jean-Rene	Patisserie and Baking	<ul style="list-style-type: none"> • Apprenticeship Ecole Superieure de Patisserie (ESP) of the Chamber of Commerce and Industries, Paris France • Professional Apprentice Certificate – Pastry Cook, Confectioner, Glacier, Chocolatier, Paris France • Master Certificate – Pastry Chef, Confectioner, Glacier, Chocolatier, CAEN France 	Full time


Staff - as of 08/05/15

Name	Position
Sohonie, Jennifer	Title IX.ADA Section 504 Coordinator
Sohonie, Jennifer	Campus Director/Director of Education
Copenhaver, Laura	Director of Admissions
Erdman, Melanie	Business Operations Manager
Jacobs, Morenika	Associate Registrar
Tani, Sharon	Regional Librarian



Catalog Revisions and Updates

Page #	Policy/Section	Effective Date
2	Effective Date	9/21/15

Change the effective date of the catalog to May 1, 2014 through December 31, 2015

Page #	Policy/Section	Effective Date
11	Executive Officers	8/12/2015

Catalog information is revised to read:

The Executive Officers of Career Education Corporation

Todd Nelson,
 President and Chief Executive Officer

David Rawden,
 Interim Senior Vice President and Chief Financial Officer

Page #	Policy/Section	Effective Date
11	CEC Board of Directors	5/14/2015

The current members of the CEC Board of Directors are:

Ron D. McCray, Chairman
 Louis E. Caldera
 Dennis H. Chookaszian
 Patrick W. Gross
 Greg L. Jackson
 Thomas B. Lally
 Leslie T. Thornton
 Richard Wang

Page #	Policy/Section	Effective Date
57	Proof of High School Graduation	2/16/2015

For Le Cordon Bleu Campuses in: Atlanta, Minneapolis/St. Paul, Orlando, Portland Seattle and St. Louis, the first sentence of the policy is replaced with the following:

Acceptable documentation of high school graduation (known as Proof of Graduation) must be received by the institution within 23 calendar days of his or her first day of scheduled class(es).

Page #	Policy/Section	Effective Date
58	Re-Entering Students	May 2014 (Publication)

Replace current language with the following:

Students who have previously attended Le Cordon Bleu College of Culinary Arts but did not graduate, and are returning within 364 days of their withdrawal date, 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), and Background Check. 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 withdrawal date is greater than 364 days, are subject to all admissions 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.

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Page #	Policy/Section	Effective Date
62	Financial Information / BLEU Grant	1/1/2015

BLEU GRANT

Le Cordon Bleu offers institutional grants to students who have financial need, as determined by the U.S. Department of Education based on information provided on the Free Application for Federal Student Aid (FAFSA)), and who 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 are typically in the range of \$50 to \$9,010.

Program Details and Eligibility Requirements:

- The BLEU Grant is renewable each academic year.
- Students will automatically be considered for a BLEU Grant upon completion of the admissions and 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 to prevent the student from entering into a disallowed over awarded situation.
- If this grant is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The BLEU Grant will not be awarded to the student, in whole or in part, as a cash payment.

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 the 2015 calendar year, \$9,900,000 has been budgeted for new BLEU Grants.

Page #	Policy/Section	Effective Date
62	Financial Information	3/30/2015

The following grants have been revised:

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.

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If this grant is combined with other federal, state, or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books, and fees).

*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 2015, \$50,000 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.

Page #	Policy/Section	Effective Date
63	Financial Information / Completion Grant	1/1/2015

Completion Grant

Le Cordon Bleu recognizes that sometimes students experience unexpected circumstances which necessitate their withdrawal from school prior to completing their academic program. Unfortunately, the longer a student is out of school, the more challenging it might be to return to school to complete the certificate or degree. Therefore, we make available a limited number of Completion Grants to encourage and assist students to reenroll and complete their academic programs and credentials. This grant is available to students who have successfully completed at least four (4) credits during a previous enrollment at Le Cordon Bleu but have been withdrawn from the program for more than one year.

Grants range from \$1000 to \$6000 and are available to students 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 amount of the grant will be determined based upon the student's financial need as determined through the Free Application for Federal Student Aid (FAFSA).

Grant Terms and Eligibility Criteria are as follows:

Students are eligible for the Completion Grant if they have previously attended Le Cordon Bleu, and last attended the institution at least 365 days prior to re-enrollment.

Students will be considered for this grant upon completion of the LCB Completion Grant Application and the re-entry process. Applications are due by the end of the add/drop period for the student's first class or classes.

Application may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Students must complete the financial aid application process, including completing the Free Application for Federal Student Aid (FAFSA).

Students must have successfully completed at least 4 credits at Le Cordon Bleu and have a GPA of 2.0 or above.

Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the grant.

If awarded:

The minimum grant is \$1,000

The maximum grant is \$6,000.

The Completion Grant cannot be received as a cash stipend.

The Completion Grant does not supplant the student's eligibility for Federal Pell Grant. The Completion Grant is a one-time award. Once awarded, the grant will be divided proportionally over the number of terms required for the student to complete the current program.



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The Completion Grant is not renewable.

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 2015, \$50,000 has been budgeted for the Completion Grant:

Page #	Policy/Section	Effective Date
63	Le Cordon Bleu Scholarships	3/30/2015

Non-resident international students are not eligible.

Page #	Policy/Section	Effective Date
63	Financial Information / LE CORDON BLEU SCHOLARSHIPS	1/1/2015

Add the following scholarship information:

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 qualifying applicant will be eligible for an award of 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. Applications may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Details and Eligibility Criteria:

- Applications are due by the end of the add/drop period for the student's first class (or classes).
- The scholarship will be awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each Payment Period until the award is exhausted.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship award.
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The Alumni Referral Scholarship will not, in whole or in part, be awarded to the student as a cash payment.

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 the 2015 calendar year, \$150,000 has been budgeted for new Alumni Referral Scholarships.

Best of the Best Scholarship – all schools

Le Cordon Bleu offers the Best of the Best Scholarship to students who graduate high school or have graduated from a prior college certificate or degree program with a GPA of 3.5 or higher (on a 4.0 grading scale). Each qualifying applicant will be eligible for a scholarship award of 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. Applications may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Details and Eligibility Criteria:

- Applications are due by the end of the add/drop period for the student's first class or classes.
- The scholarship will be awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each Payment Period until the award is exhausted.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.

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- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The Best of the Best Scholarship will not, in whole or in part, be awarded to the student as a cash payment.

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 the 2015 calendar year, \$150,000 has been budgeted for new Best of the Best Scholarships.

Lifelong Learning Scholarship – all schools

Le Cordon Bleu offers the Lifelong Learning Scholarship to Le Cordon Bleu Certificate, Diploma and Associate graduates pursuing a second credential at the same or higher level at Le Cordon Bleu. The scholarship cannot be used to satisfy outstanding balances accrued during enrollment for a prior credential or degree. Applications may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Certificate/Diploma Graduates

- Certificate or Diploma program graduates pursuing an additional certificate or diploma are eligible for up to \$500.
- Certificate or Diploma program graduates pursuing an associate degree are eligible for up to \$1000.

Associate Graduates

- Associate degree graduates pursuing a certificate or diploma in another culinary program or specialty are eligible for \$500.
- Associate degree graduates pursuing an additional associate's degree or an LCB Online bachelor's degree are eligible for \$1000.

Program Details and Eligibility Criteria:

- Student must successfully complete 18 credits with a GPA of at least 3.0 in their additional program prior to disbursement of the scholarship. The scholarship will be awarded and disbursed in full at that time.
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The Lifelong Learning Scholarship will not, in whole or in part, be awarded to the student as a cash payment.

Le Cordon Bleu makes available limited funding each year for the Lifelong Learning Scholarship. Once it is determined that available funding has been exhausted, scholarships will not be available to otherwise eligible students. For the 2015 calendar year, \$300,000 has been budgeted for new Lifelong Learning Scholarships.

Le Cordon Bleu Tuition Reimbursement/Employer Match Scholarship – all schools

Le Cordon Bleu offers a matching scholarship award to students whose employers participate in a tuition reimbursement program. We applaud employers who invest in their employees and want to match the contribution they make. This scholarship is available to students who enroll at Le Cordon Bleu in an associate or bachelor program and are receiving tuition assistance or tuition reimbursement from their employer. The scholarship will match the employer assistance up to \$2,500 for the duration of the degree program. Students who continue from an associate degree to a bachelor degree program, and who continue to receive tuition support from their employer will be eligible for a second award. Eligible students must present signed documentation from their employer confirming their employment and eligibility for tuition assistance. Applications may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Conditions of the Tuition Reimbursement/Employer Match Scholarship are as follows:

- Applications and supporting documentation are due by the end of the add/drop period of the first class.

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- Recipients must complete the standard application process and enroll in an associate or bachelor's degree program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements thereof.
- Student must provide signed written confirmation of employment and participation in an employer-provide tuition assistance or reimbursement program. The documentation must either be on the employer's letterhead, or from an email address that is associated with the employer, and must include the signature of the student's supervisor, human resources professional or other authorized individual at the company or employing organization. The document must also describe the requirements for continuing participation in the program, as well as the disbursement schedule for tuition assistance or reimbursement. Matching funds will be awarded 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 funds will be applied towards tuition only and awarded over the length of the program
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The Tuition Reimbursement/Employer Match Scholarship will not be awarded to the student, in whole or in part, as a cash payment.

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 2015, \$50,000 has been budgeted for the Tuition Reimbursement/Employer Match Scholarship.

The Le Cordon Bleu Future Chef of America Scholarship – all schools

Le Cordon Bleu offers The Future Chef of America Scholarship. High school seniors may qualify for the scholarship as outlined in the program rules and requirements. Application, program rules and requirements may be obtained by contacting a financial aid advisor or visiting the financial aid office.

Scholarship Awards

Campus Competitions

To apply for this scholarship, high school seniors must submit an essay explaining why they want to pursue a postsecondary 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.

The scholarship awards will be applied towards tuition costs for a Le Cordon Bleu associate or bachelor's degree program.

1st Place Award – \$5,000

2nd Place Award – \$2,000

3rd Place Award – \$1,000

All applicants for the Future Chefs of America Scholarship award 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 from each campus competition will be invited to participate in a national competition among all Le Cordon Bleu campuses in the United States. Please review the complete rules for the scholarship and competitions as outlined in the application and eligibility materials. Travel expenses related to participation in the competition will not be covered by Le Cordon Bleu.



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The national scholarship awards can be applied towards tuition costs for a Le Cordon Bleu associate or bachelor degree program.

1st Place Award – \$40,000

2nd Place Award – \$19,500

3rd Place Award – \$10,000

Program Details and Eligibility Criteria:

- The student must enroll and begin their program of study at the Le Cordon Bleu campus 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 meet all admissions and eligibility requirements thereof.
- 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 and will be paid in equal amounts each term for the published length of the program.
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The Future Chefs of America Scholarship will not be awarded to the student, in whole or in part, as a cash payment.

Careers through Culinary Arts Programs (C-CAP)

Le Cordon Bleu provides 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. Application, program rules and requirements may be obtained online at www.ccapinc.org/scholarships2010.php or by contacting a financial aid advisor or visiting the financial aid office.

C-CAP Competition Scholarships

Le Cordon Bleu in agreement with Careers through Culinary Arts Programs (C-CAP) provides winners of any of the eight regional C-CAP Competitions the option to use their C-CAP scholarship when they select to attend any Le cordon Blue campus in the United States.

4 Full Tuition Scholarships for Certificate/Diploma program valued at \$19,500 each.

4 Full Tuition Scholarships for Associates program valued at \$40,000 each.

C-CAP Student Member Scholarship

\$2,000 Scholarship – requires an application, essay and proof of membership in the national student C-CAP organization. The essay should be attached to the application and explain how the applicant will benefit from the scholarship award. Application forms may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Conditions and Eligibility Criteria are as follows:

- Applications and supporting documentation are due by the end of the add/drop period for the student's first class or classes.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year of their high school graduation date or GED completion date. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in a 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 thereof.
- Competition Scholarship recipients must maintain 3.0 GPA and have less than 100 hours of absences during the course of the program to maintain eligibility.

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- The scholarship is awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period.
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The C-CAP Student Member Scholarship award will not be awarded to the student, in whole or in part, as a cash payment.
- The C-CAP Competition Scholarship award will not be awarded to the student, in whole or in part, as a cash payment.
- C-CAP Student Member Scholarship may not be combined with competition scholarships.

Scholarships will be awarded on a first-come, first-serve basis until funds for this program are exhausted. For 2015 calendar year, \$50,000 has been budgeted for the C-CAP Student Member Scholarship.

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. Application, program rules and requirements may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

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 United States campus of their choice. Scholarship recipients must apply and begin their program of study within one calendar year of their high school graduation date or GED Completion date. 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 associate degree program or equal to tuition of certificate/diploma program

Second Place: \$10,000 Scholarship

Third Place: \$7,500 Scholarship

Program Conditions and Eligibility Criteria of the ProStart™ Scholarships are as follows:

- Applications and supporting documentation are due by the end of the add/drop period for the student's first class or classes.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year of their high school graduation date or GED completion date. Failure to do so will void the scholarship.



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- 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.
- The scholarship is awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period.
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The ProStart™ Scholarships will not be awarded to the student, in whole or in part, as a cash payment.

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 the 2015 calendar year, \$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 associate program offering at the school of enrollment. Application, program rules and requirements may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office. Additional information about FCCLA can be obtained at <http://fcclainc.org/>.

National FCCLA National competition:

First Place: Full Tuition Scholarship for an associate program valued at \$40,000

National FCCLA Student Member Scholarship

\$2,000 Scholarship - Application, essay and proof of membership in the national student organization are required. The essay should be attached to the application and explain how the applicant will benefit from the scholarship award.

Program Conditions and Eligibility Criteria of the FCCLA Scholarships are as follows:

- Applications and supporting documentation are due by the end of the add/drop period for the student's first class or classes.
- 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 associate level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements thereof.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- The scholarship is awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period.
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The FCCLA Scholarships will not be awarded to the student, in whole or in part, as a cash payment.
- 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 the 2015 calendar year, \$50,000 has been budgeted for the FCCLA Student Member Scholarship.

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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. The scholarship will be applied to the students account while enrolled in an associate or a bachelors program offering at the school of enrollment. Application, program rules and requirements may be obtained by contacting a financial aid advisor or visiting the financial aid office. Additional information about National Skills USA can be obtained at <http://skillsusa.org/>.

National Skills USA Student Member Scholarship

\$2,000 Scholarship - Application, essay and proof of membership in the national student organization are required. The essay should be attached to the application and explain how the applicant will benefit from the scholarship award.

Program Conditions and Eligibility Criteria of the Skills USA Scholarships are as follows:

- Applications and supporting documentation are due by the end of the add/drop period for the student's first class or classes.
- Recipients must complete the standard application process and enroll in an associate or bachelor 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.
- The scholarship is awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period.
- If this scholarship is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The Skills USA Scholarships will not be awarded to the student, in whole or in part, as a cash payment.

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 the 2015 calendar year, \$50,000 has been budgeted for the Skills USA Student Member Scholarship.

Page #	Policy/Section	Effective Date
65	Financial Information	3/30/2015

The following grants have been revised:

Le Cordon Bleu Military Grant

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 one-time (?) 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 military status via a current Leave and Earnings Statement, or comparable government document.

Application forms may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Conditions and Eligibility Criteria:

- Qualifying candidates must be Active Duty, Drilling National Guard or 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 applied exclusively toward direct program costs (tuition and fees).
- The scholarship will be awarded over the length of the program. The grant funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each Payment Period until the award is exhausted.
- The Military Grant will not be awarded to the student, in whole or in part, as a cash payment

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- If this grant is combined with other federal, state, or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books, and fees). Applications and supporting documentation are due by the end of the add/drop period of the first class.

****Note:** New 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 2015 calendar year. Once it is determined that available funding for grants is exhausted, grants will not be available to otherwise eligible students.

Le Cordon Bleu Veteran Grant

Le Cordon Bleu has established a Veterans' Grant** to assist Veteran service members attending 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 online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Conditions and Eligibility Criteria:

- Qualifying candidates must be 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 applied exclusively toward direct program costs, including tuition and fees.
- The grant is awarded over the length of the program. The grant funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period until the award is exhausted.
- The Veterans' Grant will not be awarded to the student, in whole or in part, as a cash payment.
- If this grant is combined with other federal, state, or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books, and fees). Applications and supporting documentation are due by the end of the add/drop period of the first class.

****Note:** New 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 2015 calendar year. Once it is determined that available funding for this program is exhausted, grants will not be available to otherwise eligible students.

Le Cordon Bleu Veteran Spouses Grant

Le Cordon Bleu has established a Veteran Spouses Grant** to assist spouses of Veteran service members 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 and provide evidence to verify their spouse's veteran status, such as a DD-214 Member-4, or comparable government document. Application forms may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Conditions and Eligibility Criteria:

- Qualifying candidates must be spouses of Veterans of the U.S. military.
- Candidates must apply, be accepted for admission - to be eligible to receive the grant.
- Candidates selected for 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 applied exclusively toward direct program costs, including tuition and fees.
- The grant is awarded over the length of the program. The grant funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period until the award is exhausted.
- The Veteran Spouse's Grant will not be awarded to the student, in whole or in part, as a cash payment

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- If this grant is combined with other federal, state, or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books, and fees). Applications and supporting documentation are due by the end of the add/drop period of the first class.

****Note:** New 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 2015 calendar year. Once it is determined that available funding for this program is exhausted, grants will not be available to otherwise eligible students.

Page #	Policy/Section	Effective Date
66	Veterans' Educational Benefits	5/30/2014

Add the following grant information:

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 has 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 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:

- 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.

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.

Page #	Policy/Section	Effective Date
66	Veterans' Educational Benefits	08/28/2014

Add the following:

This institution maintains a written record of previous education and training of the veteran or eligible person which clearly indicates that appropriate credit has been given by the institution for previous education and training, with the training period (or length of degree program) shortened proportionately, and the veteran notified accordingly

Page #	Policy/Section	Effective Date
67	Careers Through Culinary Arts Programs (C-CAP) – Student Member Essay Content	6/30/3014

Update the second bullet as follows:

Competition scholarship recipients must enroll and begin the program of study within one calendar year of their high school graduation date or GED completion date. Failure to do so will void the scholarship



Page #	Policy/Section	Effective Date
67	Pro-Start State and National Competition Scholarship	6/30/2014

Update the third sentence as follows:

Scholarship recipients must apply and begin their program of study within one calendar year of their high school graduation date or GED completion date; failure to do so will void the scholarship.

Page #	Policy/Section	Effective Date
73	Return of Title IV (R2T4) Funds	7/1/2015

The policy is revised as follows:

Replace:

Once the amount of Title IV financial aid that was not earned has been calculated, federal regulations require that the college return Title IV funds disbursed for the payment period or period of enrollment and used for institutional costs in the following order:

With:

Once the amount of Title IV financial aid that was not earned has been calculated, federal regulations require that the college return Title IV funds disbursed for the payment period or period of enrollment. A school must always return any unearned Title IV funds it is responsible for returning within 45 days of the date the school determined the student withdrew or was dismissed. Upon withdrawal, all unearned Title IV financial aid funds disbursed for the payment period or period of enrollment must be returned to the Department of Education in the following order:

Page #	Policy/Section	Effective Date
75	Definition of a Grading Period	May 2014 (Publication)

A grading period is defined as one (1) six-week module.

Page #	Policy/Section	Effective Date
76	Make Up Policy	08/28/2014

Add the following:

In the event of an absence, it is the student's responsibility to obtain the information missed by either asking a fellow student for the missed information or meeting with the Instructor. If the student is absent from class, points may be lost in one or all of the days grading criteria, depending on the days lesson plan. The student should check with their instructor immediately following an absence to obtain any necessary information.

Page #	Policy/Section	Effective Date
77	Academic Information	6/30/2014

Update the heading title "Grade Scale" to the following:

Grade Scale and Standards of Satisfactory Academic Progress (SAP)

Page #	Policy/Section	Effective Date
78	Cumulative Grade Point Average (CGPA) Requirements	5/30/2014

Please correct the Certificate/Diploma Programs subtitle to read:

Programs Equal to or Greater than 55 Credits

Page #	Policy/Section	Effective Date
79	How Transfer Credit and Change of Program Affect SAP	6/30/2014

Revise the first sentence of the second paragraph as follows:

When a student elects to change a program or enroll in an additional program or 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.



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Page #	Policy/Section	Effective Date
79	Standards Of Satisfactory Academic Progress (SAP)	2/15/2014

Replace the Maximum Allowable Credits in the chart for the specific programs shown below with the following:

Programs (except Minneapolis/St. Paul Campus) Maximum Allowable Credits

Certificate/Diploma in Le Cordon Bleu Culinary Arts 79

Certificate/Diploma in Le Cordon Bleu Pâtisserie and Baking 79

Associate of Applied Science in Le Cordon Bleu Culinary Arts 157

Associate of Applied Science in Le Cordon Bleu Pâtisserie and Baking 156

Page #	Policy/Section	Effective Date
79	Warning and Probationary Period	May 2014 (Publication)

Replace the **WARNING AND PROBATIONARY PERIODS FOR STUDENTS RECEIVING/ NOT RECEIVING FINANCIAL AID** policy with the following language:

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. 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.
- Students enrolled in a program of more than two academic years, and receiving federal financial aid, must meet the CGPA standards at the end of the second year. Students who are unable to meet this standard 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. 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.

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.

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Page #	Policy/Section	Effective Date
80	Graduation Requirements	First full term following 1/1/2015

Replace the Graduation Requirements with the following:

Graduation Requirements:

To graduate, a student must have earned a minimum of a 2.0 cumulative grade point Average 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 to receive official transcripts.

In order to be eligible to participate in the graduation ceremony, students must have completed all the requirements for graduation. Exceptions to this may be made for students who are scheduled to complete the published requirements for graduation within the grading period following the graduation ceremony. The actual credential and official transcript will not be issued until all final credits are completed and graduation requirements have been fulfilled.

Graduating under earlier catalogs

Any student may graduate under the graduation requirements in effect at the time of graduation. The institution policy on use of earlier graduation requirements also provides that if fewer than ten years have elapsed since a student's admission into the program, she or he may choose to graduate under the program requirements in effect at the time of admission, or under any subsequent requirements.

Page #	Policy/Section	Effective Date
81	Leave of Absence	5/30/2014

Replace the current catalog information with the following:

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

A student may be eligible for a Leave of Absence if one of the following conditions applies:

- Medical Leave (including pregnancy)
- Family Care (childcare issues, loss of family member, 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 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.
- *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.*
- 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.

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2014-2015 Catalog Addendum

- Prior to applying for an LOA, the student must have completed his or her most recent grading period and received an academic grade or grades (A-F) for that grading period.

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 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.

Page #	Policy/Section	Effective Date
85	Transcripts	1/5/2014

Replace the transcript fee with the following:

\$10 – Transcripts (electronic or paper) requested electronically through Parchment

\$15 – Transcripts ordered through the campus

\$35 – Overnight/U.S. Mail delivery


Program and Course Description Changes

Page #	Policy/Section	Effective Date	Description of Revision or Update
18	Program Offerings	5/2014 (Effective at time of catalog publication)	Revision to the Le Cordon Bleu Patisserie and Baking (AOS) program

Remove the last bullet point under "Program outcomes include"; it is a duplication.

Page #	Policy/Section	Effective Date	Description of Revision or Update
13	Program Offerings	2/16/2015	Revision to the Le Cordon Bleu Culinary Arts (Certificate) program

Change program from 55 quarter credits and 940 contact hours to 53 quarter credits and 880 contact hours.

Replace Core Requirement:

Course Code	Course Title	Credits
LCBC250	Externship I	6
LCBC255	Externship II	6

With Core Requirement:

Course Code	Course Title	Credits
LCBC260	Externship I	5
LCBC265	Externship II	5

Page #	Policy/Section	Effective Date	Description of Revision or Update
14	Program Offerings	2/16/2015	Revision to the Le Cordon Bleu Patisserie and Baking (Certificate) program

Change program from 55 quarter credits and 940 contact hours to 53 quarter credits and 880 contact hours.

Replace Core Requirement:

Course Code	Course Title	Credits
LCBK250	Externship I	6
LCBK255	Externship II	6

With Core Requirement:

Course Code	Course Title	Credits
LCBK260	Externship I	5
LCBK265	Externship II	5

Page #	Policy/Section	Effective Date	Description of Revision or Update
33	Program Offerings	2/16/2015	Revision to the Le Cordon Bleu Culinary Arts (AAS) program

Change program from 107 quarter credits and 1550 contact hours to 105 quarter credits and 1490 contact hours.

Replace Core Requirement:

Course Code	Course Title	Credits
LCBC250	Externship I	6

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LCBC255	Externship II	6
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With Core Requirement:

Course Code	Course Title	Credits
LCBC260	Externship I	5
LCBC265	Externship II	5

Page #	Policy/Section	Effective Date	Description of Revision or Update
34	Program Offerings	2/16/2015	Revision to the Le Cordon Bleu Patisserie and Baking (AAS) program

Change program from 106 quarter credits and 1510 contact hours to 104 quarter credits and 1450 contact hours.

Replace Core Requirement:

Course Code	Course Title	Credits
LCBK250	Externship I	6
LCBK255	Externship II	6

With Core Requirement:

Course Code	Course Title	Credits
LCBK260	Externship I	5
LCBK265	Externship II	5



Page #	Policy/Section	Effective Date	Description of Revision or Update
44	Course Descriptions	5/2014 (Effective at time of catalog publication)	New and revised course descriptions

Insert the following:

Course prefixes are explained below.

General Education Courses		Core Courses (Required and Elective)	
Prefix	Discipline	Prefix	Discipline
AGSC	Agriculture	LCBC	Le Cordon Bleu Culinary Arts
COM	Communications	LCBH	Le Cordon Bleu Hospitality
ECO	Economics	LCBK	Le Cordon Bleu Patisserie and Baking
ENG ENC	English	LCBM	Le Cordon Bleu Culinary Management
MTH MAT MAC	Math		
HUM	Humanities (Scottsdale) History (Atlanta)		
LIT	Literature		
POL	Politics		
PSY	Psychology		
CST SPC	Speech		
LAH	History		
SCI GE ENV	Science		
STAT	Statistics		
SOC	Sociology		
SYG	Social Science		
GEN	General Education		

Page #	Policy/Section	Effective Date	Description of Revision or Update
44	Course Descriptions	Listed for each course	New and revised course descriptions

LCBC125 – 5/30/2014

Control and Purchasing

Revise the course pre-requisite for as follows:

Prerequisite: LCBC123, GEN122, GEN132, MAC1105, MAT100, MAT122, MAT1150, MTH115, MTH123, or MTH135, as applicable to specific campus.

LCBC260 - 2/16/2015

Externship I

5 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 150 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC265 – 2/16/2015

Externship II

5 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 150 hours of progressive industry experience alongside school approved foodservice professionals.

LCBK260– 2/16/2015

Externship I

5 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 150 hours of progressive industry experience alongside school approved foodservice professionals.

LCBK265 – 2/16/2015

Externship II

5 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 150 hours of progressive industry experience alongside school approved foodservice professionals.

ORI101 – 2/16/2015

Orientation

0 Credits

Students will identify resources and services available through the campus that will support their educational experience. Students will make connections with faculty, staff and other students through participation in community-building and networking activities. Students will complete an assessment that identifies their preferred learning style. Using self-assessment results, students will identify obstacles which could affect their success, as well as strategies to help them succeed as learners.

SUPPORTING DOCUMENTS # 2

Le Cordon Bleu College of Culinary Arts 2015-2016 Catalog and
Addendum



LE CORDON BLEU®

LE CORDON BLEU
COLLEGE OF CULINARY ARTS

2015 - 2016 CATALOG

LE CORDON BLEU 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, 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.

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LE CORDON BLEU IN NORTH AMERICA



DARYL L. SHULAR

MESSAGE FROM OUR MASTER CHEF

This academic year is 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 five 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.

Daryl L. Shular, CMC
Director of Education
Le Cordon Bleu, Atlanta

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.



LE CORDON BLEU CATALOG



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 Orlando

The Le Cordon Bleu College of Culinary Arts is a culinary and hospitality training school and also an affiliate of Le Cordon Bleu Schools North America. Le Cordon Bleu College of Culinary Arts was established in January 2002 as Orlando Culinary Academy. It is located

in Orlando, Florida as a branch campus of Le Cordon Bleu College of Culinary Arts in Scottsdale, AZ. In July 2007, the Orlando Culinary Academy was honored as College of the Year by the Florida Association of Postsecondary Schools and Colleges at annual conference. In November of 2009, Orlando Culinary Academy received permission to officially change their 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. 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

ACCIS 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

Certificate in Le Cordon Bleu Culinary Arts

Associate of Occupational Science Degree in Le Cordon Bleu Pâtisserie and Baking

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

Diploma in Le Cordon Bleu Wine & Beverage

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

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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 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.

Le Cordon Bleu College of Culinary Arts Inc., a Private Two-Year College in Cambridge, MA

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 Orlando

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.

ACEFAC

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.acfehbs.org

Accreditation by American Culinary Federation Education Foundation Accrediting Commission (ACEFAC) 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

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 & 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 960818,
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



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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
(888) 224-6884

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
201 W. Washington Avenue
Madison, WI 53703
Phone: (608) 266-1996
www.eab.state.wi.us

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
Web: wtb.wa.gov
Phone: (360) 709-4600
E-Mail Address: wrtecb@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 these 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 Scottsdale

Arizona State Board for Private Postsecondary Education
1400 W. Washington, Suite 260
Phoenix, AZ 85007
Phone: (602) 542-5709
Web: azpspe.state.us/

Alabama Commission on Higher Education
100 North Union Street
Montgomery, Alabama 36104-3758
Phone: (334) 242-1998
www.ache.alabama.gov

Wisconsin Educational Approval Board
201 W. Washington Avenue
Madison, Wisconsin 53703
Phone: (608) 266-1996
www.eab.state.wi.us

Le Cordon Bleu College of Culinary Arts in Scottsdale is registered by the Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201
Phone: (410) 767-3388
www.mhcc.state.md.us

Le Cordon Bleu College of Culinary Arts in Scottsdale is authorized by:

The Indiana Board for Proprietary Education
101 W. Ohio St., Suite 670
Indianapolis, IN 46204-1984
Phone: (317) 232-1033
www.in.gov/bpe

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: wrtecb@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 these 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: (647) 781-3600

EXECUTIVE OFFICERS/BOARD OF DIRECTORS (ALL CAMPUSES)

Members of the CEC Board of Directors are:

Ron D. McCray, Chairman
Louis E. Caldera
Dennis H. Chookaszian
Patrick W. Gross
Greg J. Jackson
Thomas B. Lally
Leslie T. Thornton

Richard Wang

The executive officers of Career Education Corporation are:

Todd Nelson
President and Chief Executive Officer
David Rawden
Interim Senior Vice President and Chief Financial Officer



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.

CERTIFICATE/DIPLOMA PROGRAM IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campuses in:
Atlanta, Las Vegas, Los Angeles,
Portland, Sacramento, Scottsdale,
Seattle, and St. Louis

The Certificate/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 53 quarter-credits, 880 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 various titles of "chef" in the foregoing list generally apply to more advanced roles in a professional kitchen.

Le Cordon Bleu College of Culinary Arts 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
LCBC152/153*	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC222	Catering and Buffets	7.0
LCBC260	Externship I	5.0
LCBC265	Externship II	5.0

Total Quarter Credits Required for Graduation **53.0**

The following campuses award a Certificate in Le Cordon Bleu Culinary Arts: Atlanta, Las Vegas, Portland, Sacramento, Scottsdale, Seattle, and St. Louis.

The following campuses award a Diploma in Le Cordon Bleu Culinary Arts: Los Angeles.

* LCBC153 is offered at the Los Angeles campus.

CERTIFICATE/DIPLOMA PROGRAM IN

**Le Cordon Bleu
Culinary Arts**

Offered at the Le Cordon Bleu campuses in:
Miami, Minneapolis/St. Paul,
Orlando, and San Francisco

The Certificate/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 51 quarter-credits, 880 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 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 cannot guarantee employment or salary. There is no cumulative exam required at the end of the program.

LCB San Francisco - Jobs that are counted as successful placements in the published placement rates for calendar year 2012-2013 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, Prep Cook, Garde Manger, Line/Prep Cook, Cook I, Sous Chef, Assistant Strategist, Chef, Chef Assistant, Cook II, Cook III - Casual Dining, Cook IV Banquets, Corporate Trainer, Entrepreneur, Executive Chef, Fry/Pantry Cook, Kitchen Manager, Line Cook II, Line Cook/Pantry, Pantry Cook, Personal (Event) Chef, Research and Development, Restaurant Manager, and Sushi Chef.

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC120	Culinary Foundations II	6.0
LCBC130	Culinary Foundations III	6.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC222	Catering and Buffets	7.0
LCBC260	Externship I	5.0
LCBC265	Externship II	5.0

Total Credits Required for Graduation 51.0

The following campuses award a Certificate in Le Cordon Bleu Culinary Arts: Minneapolis/St. Paul and San Francisco

The following campuses award a Diploma in Le Cordon Bleu Culinary Arts: Miami and Orlando

CERTIFICATE/DIPLOMA PROGRAM IN

**Le Cordon Bleu
Pâtisserie and Baking**

Offered at the Le Cordon Bleu campuses in:
Atlanta, Las Vegas, Los Angeles,
Portland, Sacramento, Scottsdale,
Seattle, and 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/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 53 quarter-credits, 880 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.

Le Cordon Bleu College of Culinary Arts 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
LCBK260	Externship I	5.0
LCBK265	Externship II	5.0

Total Quarter Credits Required for Graduation 53.0

The following campuses award a Certificate in Le Cordon Bleu Pâtisserie and Baking: Atlanta, Las Vegas, Portland, Sacramento, Scottsdale, Seattle, and St. Louis

The following campuses award a Diploma in Le Cordon Bleu Pâtisserie and Baking: Los Angeles

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CERTIFICATE/DIPLOMA PROGRAM 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/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 52 quarter-credits, 880 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 2012-2013 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 Cook, Baker and Froster, Assistant Pastry Chef, Baker/Cake Decorator, Baker/Froster, Bakery Team Member, Cake Decorator, Chef De Partie, Chocolate Assistant, Food Prep, Froster, Kitchen Assistant, Morning Baker, Pastry Cook III, Pastry Prep Cook, Pastry Cook/Baker, and Sous 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 cannot guarantee employment or salary.

There is no cumulative exam required at the end of the program.

Offered at the Le Cordon Bleu campuses in:
Miami, Minneapolis/St. Paul,
Orlando, and San Francisco

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBK101	Introduction to Pâtisserie and Baking Techniques	6.0
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
LCBK260	Externship I	5.0
LCBK265	Externship II	5.0
Total Credits Required for Graduation		52.0

The following campuses award a Certificate in Le Cordon Bleu Pâtisserie and Baking: Minneapolis / St. Paul and San Francisco.

The following campuses award a Diploma in Le Cordon Bleu Pâtisserie and Baking: Miami and Orlando.

DIPLOMA PROGRAM IN

**Le Cordon Bleu
Wine & Beverage**

Offered at the Le Cordon Bleu campus in:
Los Angeles

Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBW105	Wine Fundamentals	4.0
LCBW110	Basics of Deductive Tasting	3.0
LCBW120	Old World Wines	4.0
LCBW125	Comparative Tasting of Major Grapes – Old World	4.0
LCBW130	New World Wines	4.0
LCBW135	Comparative Tasting of Major Grapes – New World	4.0
LCBW140	Food and Wine Pairing Principles	3.0
LCBW145	Beverage Business	5.0
LCBW150	Distilled Spirits and Service	4.0
LCBW155	Mixology	4.0
LCBW160	Beverage Service and Bar Management	4.0
LCBW165	Beer, Cider, and Sake	4.0
LCBW170	Coffee, Tea, and Infusions	4.0
LCBW210	Advanced Old World Wines	4.0
LCBW220	Advanced New World Wines	4.0
LCBW225	Advanced Service	3.0
Total Credits Required for Graduation		62.0

The design of this comprehensive program is to assist in the preparation of the individual student to perform at an advanced level in the beverage industry. Course work should help students become proficient in the world's wine regions, beverage and food pairing, and the science behind spirits and mixology. In addition, the material enables students to plan and execute exceptional restaurant service and deliver profitable management regarding this important aspect of the restaurant business. Curriculum offered leads students through and strives to help prepare them to complete both Level I and Level II examinations offered by the Court of Master Sommeliers. Students also have the opportunity to obtain certification for the United States Bartending Guild's Spirit Professional and Advanced Bartending programs. Additionally, students receive training for the applicable State responsible alcohol service requirements and an American National Standards Institute - Conference for Food Protection (ANSI-CFPI) Food Protection Manager's examination. Instruction methods are lecture based with required readings, research, and homework assignments. In class tastings, practical instructions, student presentations, beverage evaluations, and assessments are also key teaching methodologies in the curriculum. Students completing the program receive a Diploma in Le Cordon Bleu Wine & Beverage. Pre-enrollment criteria must be satisfied prior to admittance to the program.

Possible outcomes include:

- Summarize and discuss all aspects of viticulture and viniculture; the impact of these on the finished wine.
- Distinguish between and identify the world's wine regions and their key products through deductive and blind tasting.
- Define and categorize the different styles and processes of Cider, Sake, Malt Beverages, and Spirits.
- Create and execute a Restaurant Beverage Program, including and not limited to service, training, purchasing, inventory, storage, and food pairing.

This program consists of 62 quarter-credits, 900 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 wine and/or beverage industries at an entry level. Examples of some job titles for graduates include sommelier, dining room manager, wine steward, fine wine sales specialist, beverage director, and wine and spirits sales representative. 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.



LE CORDON BLEU CATALOG

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ASSOCIATE OF OCCUPATIONAL SCIENCE IN

Le Cordon Bleu Culinary Arts

The Le Cordon Bleu Culinary Arts program is a 21-month, 1490 contact hour, 105 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.

Possible 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, Gardie 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 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.

Offered at the Le Cordon Bleu campus in:
Atlanta

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
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
LCBC260	Externship I	5.0
LCBC265	Externship II	5.0
SCI1200	Food Science and Safety*	3.0
SCI1230	Nutrition*	3.0
Total Required Core Curriculum Credits		85.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM122	Public Speaking	5.0
ENG105	English Composition	5.0
MAT122	Culinary Math	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		20.0
Total Quarter Credits Required for Graduation		105.0

*Included as general education requirement for State of Georgia only.



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ASSOCIATE OF OCCUPATIONAL SCIENCE IN

Le Cordon Bleu Pâtisserie and Baking

The Le Cordon Bleu Pâtisserie and Baking program is a 21-month, 1450 contact hour, 104 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.

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.
- 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 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 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

Offered at the Le Cordon Bleu campus in:
Atlanta

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
LCBC205	Food in History	5.0
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
LCBK121	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK260	Externship I	5.0
LCBK265	Externship II	5.0
SCI1200	Food Science and Safety*	3.0
SCI1230	Nutrition*	3.0
Total Required Core Curriculum Credits		84.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM122	Public Speaking	5.0
ENG105	English Composition	5.0
MAT122	Culinary Math	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		20.0
Total Quarter Credits Required for Graduation		104.0

*Included as general education requirement for State of Georgia only.

LE CORDON BLEU CATALOG



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, 1450 contact hour, 104 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.

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.
- 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 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 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
LCBC205	Food in History	5.0
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
LCBK232	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK260	Externship I	5.0
LCBK265	Externship II	5.0
Total Required Core Curriculum Credits		78.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM122	Public Speaking	5.0
ENG105	English Composition	5.0
MAT122	Culinary Math	5.0
PSY105	Psychology	5.0
SCI1200	Food Science and Safety	3.0
SCI1230	Nutrition	3.0
Total Required General Education Credits		26.0

Total Quarter Credits Required for Graduation 104.0

ASSOCIATE OF OCCUPATIONAL SCIENCE 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, 1490 contact hour, 105 quarter-credit culinary arts training program leading to an Associate of Occupational Science. The program consists of culinary laboratory, restaurant management and general education courses.

Possible 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.

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 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 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.

The academic requirements for the Associate of Occupational Science in Le Cordon Bleu Culinary Arts are as follows:

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
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
LCBC260	Externship I	5.0
LCBC265	Externship II	5.0
Total Required Core Curriculum Credits		85.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
MAT122	Culinary Math	5.0
POL200	Introduction to American and Nevada Politics	5.0
Total Required General Education Credits		20.0
Total Quarter Credits Required for Graduation		105.0

LE CORDON BLEU CATALOG

ASSOCIATE OF OCCUPATIONAL SCIENCE 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, 1450 contact hour, 104 quarter-credit culinary arts training program leading to an Associate of Occupational Science. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

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.
 - 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 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.

The academic requirements for the Associate of Occupational Science in Le Cordon Bleu Pâtisserie and Baking are as follows:

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	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
LCBK260	Externship I	5.0
LCBK265	Externship II	5.0
Total Required Core Curriculum Credits		84.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
MAT122	Culinary Math	5.0
POL200	Introduction to American and Nevada Politics	5.0
Total Required General Education Credits		20.0
Total Quarter Credits Required for Graduation		104.0

ASSOCIATE OF OCCUPATIONAL STUDIES IN

Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Los Angeles

The Le Cordon Bleu Culinary Arts program is a 21 month, 1490 contact hour, 105 quarter credit culinary arts training program leading to an Associate of Occupational Studies. 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. 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
LCBC260	Externship I	5.0
LCBC265	Externship II	5.0
Total Required Core Curriculum Credits		85.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM122	Public Speaking	5.0
MAT122	Culinary Math	5.0
ENG105	English Composition	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		20.0
Total Quarter Credits Required for Graduation		105.0

LE CORDON BLEU CATALOG

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ASSOCIATE OF OCCUPATIONAL STUDIES IN Le Cordon Bleu Pâtisserie and Baking

The Le Cordon Bleu The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1450 contact hour, 104 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.

Possible outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Exhibit college-level reasoning skills.
- 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.

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 in Le Cordon Bleu Pâtisserie and Baking program. There is no cumulative exam required at the end of the program.

Offered at the Le Cordon Bleu campus in:
Los Angeles

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
LCBK260	Externship I	5.0
LCBK265	Externship II	5.0
Total Required Core Curriculum Credits		84.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM122	Public Speaking	5.0
MAT122	Culinary Math	5.0
ENG105	English Composition	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		20.0

Total Quarter Credits Required for Graduation 104.0

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ASSOCIATE IN SCIENCE IN Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:
Miami

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
LCBC120	Culinary Foundations II	6.0
LCBC125	Cost Control and Purchasing	3.0
LCBC130	Culinary Foundations III	6.0
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
LCBC260	Externship I	5.0
LCBC265	Externship II	5.0
Total Required Core Curriculum Credits		78.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
ENG105	English Composition	5.0
COM122	Public Speaking	5.0
LAH2020	History of Latin America	5.0
MAT135	College Mathematics	5.0
SOC222	Cultural Diversity	5.0
Total Required General Education Credits		25.0

Total Quarter Credits Required for Graduation 103.0

The Le Cordon Bleu Culinary Arts program is a 21 month, 1490 contact hour, 103 quarter credit culinary arts training program leading to an Associate in Science. The program consists of culinary laboratory, restaurant management and general education courses.

Possible 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 in Le Cordon Bleu Culinary Arts program.



LE CORDON BLEU CATALOG

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ASSOCIATE IN SCIENCE IN

**Le Cordon Bleu
Pâtisserie and Baking**

The Le Cordon Bleu Pâtisserie and Baking program is a 21-month, 1450 contact hour, 102 quarter-credit culinary arts training program leading to an Associate in Science. The program consists of pâtisserie and baking laboratory, restaurant management, and general education courses.

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.
- 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 in Le Cordon Bleu Pâtisserie and Baking program.

Offered at the Le Cordon Bleu campus in:
Miami

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
LCBC120	Culinary Foundations II	6.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK101	Introduction to Pâtisserie and Baking Techniques	6.0
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
LCBK260	Externship I	5.0
LCBK265	Externship II	5.0
Total Required Core Curriculum Credits		77.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
ENG105	English Composition	5.0
COM122	Public Speaking	5.0
LAH2020	History of Latin America	5.0
MAT135	College Mathematics	5.0
SOC222	Cultural Diversity	5.0
Total Required General Education Credits		25.0

Total Quarter Credits Required for Graduation 102.0

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ASSOCIATE IN APPLIED SCIENCE IN

**Le Cordon Bleu
Culinary Arts**

Offered at the Le Cordon Bleu campus in:
Minneapolis/St. Paul

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
LCBC120	Culinary Foundations II	6.0
LCBC125	Cost Control and Purchasing	3.0
LCBC130	Culinary Foundations III	6.0
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
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC260	Externship I	5.0
LCBC265	Externship II	5.0
Total Required Core Curriculum Credits		75.0

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
LIT215	Topics in Literature	5.0
SCI280	Environmental Science	5.0
Total Required General Education Credits		30.0

Total Quarter Credits Required for Graduation 105.0

The Le Cordon Bleu Culinary Arts program is a 21-month, 1484 contact hour, 105 quarter-credit culinary arts training program leading to an Associate in Applied Science. The program consists of culinary laboratory, restaurant management and general education courses.

Possible 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 in Le Cordon Bleu Culinary Arts program.

LE CORDON BLEU CATALOG



ASSOCIATE IN APPLIED SCIENCE 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, 1500 contact hour, 107 quarter-credit culinary arts training program leading to an Associate in Applied Science. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

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.
- 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
LCBC105	Food Safety and Sanitation	3
LCBC110	Culinary Foundations I	4
LCBC120	Culinary Foundations II	6
LCBC125	Cost Control and Purchasing	3
LCBC135	Nutrition	3
LCBC215	Hospitality Supervision and Entrepreneurship	5
LCBK101	Introduction to Pâtisserie and Baking Techniques	6
LCBK112	Baking Principles and Viennoiserie	7
LCBK122	International Pâtisserie, Cake Formula and Assembly	7
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8
LCBK222	Centerpiece and Cake Decoration Techniques	7
LCBK232	Advanced Showpiece and Confectionary Techniques	7
LCBC260	Externship I	5
LCBC265	Externship II	5
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
LIT215	Topics in Literature	5.0
SCI280	Environmental Science	5.0
Total Required General Education Credits		30.0

Total Quarter Credits Required for Graduation 107.0

ASSOCIATE IN SCIENCE 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, 1490 contact hour, 103 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.

Possible 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 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
LCBC120	Culinary Foundations II	6.0
LCBC125	Cost Control and Purchasing	3.0
LCBC130	Culinary Foundations III	6.0
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
LCBC260	Externship I	5.0
LCBC265	Externship II	5.0
Total Required Core Curriculum Credits		78.0

GENERAL EDUCATION REQUIREMENTS

COURSE CODE	COURSE TITLE	CREDITS
ENG105	English Composition	5.0
COM122	Public Speaking	5.0
MTH135	College Mathematics	5.0
PSY105	Psychology	5.0
SCI280	Environmental Science	5.0
Total Required General Education Credits		25.0

Total Quarter Credits Required for Graduation 103.0

LE CORDON BLEU CATALOG

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ASSOCIATE IN SCIENCE IN

**Le Cordon Bleu
Pâtisserie and Baking**

The Le Cordon Bleu Pâtisserie and Baking program is a 21-month, 1450 contact hour, 102 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.

Possible outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Exhibit college-level reasoning skills.
- 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 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 retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science in Le Cordon Bleu Pâtisserie and Baking program.

Offered at the Le Cordon Bleu campus in:
Orlando

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
LCBC120	Culinary Foundations II	6.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK101	Introduction to Pâtisserie and Baking Techniques	6.0
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
LCBK260	Externship I	5.0
LCBK265	Externship II	5.0
Total Required Core Curriculum Credits		77.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
ENG105	English Composition	5.0
COM122	Public Speaking	5.0
MTH135	College Mathematics	5.0
PSY105	Psychology	5.0
SCI280	Environmental Science	5.0
Total Required General Education Credits		25.0
Total Quarter Credits Required for Graduation		102.0



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ASSOCIATE OF OCCUPATIONAL STUDIES IN

**Le Cordon Bleu
Culinary Arts**

Offered at the Le Cordon Bleu campus in:
Portland

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
LCBC260	Externship I	5.0
LCBC265	Externship II	5.0
Total Required Core Curriculum Credits		80.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
ENG221	Writing Practical	5.0
MTH135	College Mathematics	5.0
PSY105	Psychology	5.0
Total Required General Education Credits		25.0
Total Quarter Credits Required for Graduation		105.0

The Le Cordon Bleu Culinary Arts program is a 21-month, 1490 contact hour, 105 quarter credit culinary arts training program leading to an Associate of Occupational Studies. The program consists of culinary laboratory, restaurant management and general education courses.

Possible 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 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.

LE CORDON BLEU CATALOG

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ASSOCIATE OF OCCUPATIONAL STUDIES IN

**Le Cordon Bleu
Pâtisserie and Baking**

The Le Cordon Bleu Pâtisserie and Baking program is a 21-month, 1450 contact hour, 104 quarter credit culinary arts training program leading to an Associate of Occupational Studies. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

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.
- 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 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 that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies 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.

Offered at the Le Cordon Bleu campus in:
Portland

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
LCBK260	Externship I	5.0
LCBK265	Externship II	5.0

Total Required Core Curriculum Credits 79.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
ENG221	Writing Practical	5.0
MTH135	College Mathematics	5.0
PSY105	Psychology	5.0

Total Required General Education Credits 25.0

Total Quarter Credits Required for Graduation 104.0

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ASSOCIATE OF OCCUPATIONAL STUDIES IN

**Le Cordon Bleu
Pâtisserie and Baking**

Offered at the Le Cordon Bleu campus in:
San Francisco

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
LCBC120	Culinary Foundations II	6.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC205	Food in History	5.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK101	Introduction to Pâtisserie and Baking Techniques	6.0
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
LCBK260	Externship I	5.0
LCBK265	Externship II	5.0

Total Required Core Curriculum Credits 82.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM122	Public Speaking	5.0
ENG105	English Composition	5.0
PSY105	Psychology	5.0
MAT122	Culinary Math	5.0

Total Required General Education Credits 20.0

Total Quarter Credits Required for Graduation 102.0

The Le Cordon Bleu Culinary Arts program is a 21-month, 1490 contact hour, 103 quarter credit culinary arts training program leading to an Associate of Occupational Studies. The program consists of culinary laboratory, restaurant management and general education courses.

Possible 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 2012-2013 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 and Sous 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 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 in Le Cordon Bleu Culinary Arts program.

LE CORDON BLEU CATALOG

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ASSOCIATE IN APPLIED SCIENCE IN

Le Cordon Bleu Culinary ArtsOffered at the Le Cordon Bleu campus in:
Sacramento, Seattle, St. Louis

The Le Cordon Bleu Culinary Arts program is a 21-month, 1490 contact hour, 105 quarter credit culinary arts training program leading to an Associate in Applied Science. The program consists of culinary laboratory, restaurant management and general education courses.

Possible 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, Caf e 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, Roundman/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 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 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
LCBC260	Externship I	5.0
LCBC265	Externship II	5.0
Total Required Core Curriculum Credits		80.0

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 105.0

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ASSOCIATE IN APPLIED SCIENCE IN

Le Cordon Bleu P atisserie and BakingOffered at the Le Cordon Bleu campus in:
Sacramento, Seattle, and St. Louis

The Le Cordon Bleu The Le Cordon Bleu P atisserie and Baking program is a 21-month, 1450 contact hour, 104 quarter credit culinary arts training program leading to an Associate in Applied Science. The program consists of P atisserie and baking laboratory, restaurant management, and general education courses.

Possible outcomes include:

- Demonstrate professional-level P atisserie 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 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 in Applied Science in Le Cordon Bleu P atisserie 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 P�atisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International P�atisserie, Cake Formula, and Assembly	7.0
LCBK121	Advanced P�atisserie & Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK260	Externship I	5.0
LCBK265	Externship II	5.0
Total Required Core Curriculum Credits		79.0

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 104.0

LE CORDON BLEU CATALOG

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ASSOCIATE OF OCCUPATIONAL STUDIES 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, 1490 contact hour, 105 quarter credit culinary arts training program leading to an Associate of Occupational Studies. The program consists of culinary laboratory, restaurant management and general education courses.

Possible 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 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
LCBC260	Externship I	5.0
LCBC265	Externship II	5.0
Total Required Core Curriculum Credits		80.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
HUM100	Introduction to Humanities	5.0
MTH135	College Mathematics	5.0
PSY105	Psychology	5.0

Total Required General Education Credits		25.0
Total Quarter Credits Required for Graduation		105.0

ASSOCIATE OF OCCUPATIONAL STUDIES 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, 1450 contact hour, 104 quarter credit culinary arts training program leading to an Associate of Occupational Studies. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

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.
- 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 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
LCBK260	Externship I	5.0
LCBK265	Externship II	5.0
Total Required Core Curriculum Credits		79.0

General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
COM115	Communication Methods	5.0
ENG105	English Composition	5.0
HUM100	Introduction to Humanities	5.0
MTH135	College Mathematics	5.0
PSY105	Psychology	5.0

Total Required General Education Credits		25.0
Total Quarter Credits Required for Graduation		104.0



BACHELOR OF ARTS IN

Le Cordon Bleu Culinary Management – Online

The following program is offered through the Scottsdale campus and is not offered in all states.

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, Patisserie and Baking, or Hospitality and Restaurant Management, and may be completed in 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 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 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
ECC323	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 IN

Le Cordon Bleu 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.

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.

Possible 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 in Le Cordon Bleu in Culinary Operations.

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

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ASSOCIATE OF OCCUPATIONAL STUDIES IN

Le Cordon Bleu Hospitality and Restaurant Management – Online

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 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.

Possible 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.

The following program is offered through the Scottsdale campus and is not offered in all states.

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 the 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
LCBH281	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
MTM115	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

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.

General Education Courses		Core Courses (Required and Elective)	
Prefix	Discipline	Prefix	Discipline
AGSC	Agriculture	LCBC	Le Cordon Bleu Culinary Arts
COM	Communications	LCBH	Le Cordon Bleu Hospitality
ECD	Economics	LCBK	Le Cordon Bleu Pastisserie and Baking
ENG	English	LCBM	Le Cordon Bleu Culinary Management
MTH/MAT	Math	LCBW	Le Cordon Bleu Wine & Beverage
HUM	Humanities		
LIT	Literature		
POL	Politics		
PSY	Psychology		
HIS	History		
SC/ENW	Science		
STAT	Statistics		
SOC	Sociology		

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 Portfolio

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 CF/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 genes, 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.

LCBC120 – Culinary Foundations II

6 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.

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: Prerequisite: MAT122 or MTH135, as applicable to specific campus

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 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.

LCBC130 – Culinary Foundations III

6 Credits

Prerequisite: LCBC120

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.

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 fats 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.

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**LCBC150 - Baking and Pastry****6 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.

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 cutting 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.

LCBC210 Cuisine Across Cultures**6 Credits****Prerequisite:** LCBC130

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.

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 - 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 satisfactory 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.

LCBC260 - Externship I**5 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 150 hours of progressive industry experience alongside school approved foodservice professionals.

LCBC265 - Externship II**5 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 150 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.

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**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, recipe, 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.

LCBK101 – Introduction to Pâtisserie and Baking Techniques**6 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 Genoise sponge will be included.

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 Genoise sponge will be included.

LCBK112 – Baking Principles and Viennoiserie**7 Credits****Prerequisite:** LCBK101 or 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:** LCBK101 or LCBK102

Students will explore pâte à choux, stirred and baked custards, Bavarians and mousses. The fundamental production of classical European desserts, crepes, 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 or Director of Education consent.

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 or Director of Education consent.

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 or Director of Education consent.

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.

LCBK260 – Externship I**5 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 150 hours of progressive industry experience alongside school approved foodservice professionals.

LCBK265 – Externship II**5 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 150 hours of progressive industry experience alongside school approved foodservice professionals.

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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.

LCBW105 – Wine Fundamentals

4 Credits
Prerequisite: None
This course aims to introduce the student to a full array of experiences associated with the world of wine. Students receive exposure to the basic vocabulary and processes involved in the wine experience as well as taste and identify core varietals from around the world. Discussion surrounds the basics of wine in preparation for future courses as well as the Court of Master Sommeliers' first level certification. In addition, this course leads the student through a complete food and beverage safety and sanitation program, helping prepare the student to take an American National Standards Institute Conference for Food Protection (ANSI-CFP) Food Protection Managers examination.

LCBW110 – Basics of Deductive Tasting

3 Credits
Prerequisite: None
Course Description: This comprehensive course can prepare the individual student to perform at an advanced level in the Beverage Industry and allows them the opportunity to achieve certifications during the program with the Court of Master Sommeliers. The student should become proficient in the art of deductive tasting by learning all aspects of the world's major grapes including their signature viticultural, vinicultural, aroma, flavor, and food pairing profiles. In addition, the student also has the opportunity to become confident in blind tasting grape identification that is a requirement for the Court of Master's certification.

LCBW120 – Old World Wines

4 Credits
Prerequisite: None
This course introduces the classic wine producing regions of Europe and the historical wine producing regions throughout the Mediterranean basin. This course exposes students to a working understanding of modern wine making customs through exploration of classic viticultural and vinicultural techniques. This course exposes students to and helps them become familiar with the origin and common uses of the today's most popular grape varietals.



LCBW125 – Comparative Tasting of Major Grapes – Old World
4 Credits
Prerequisite: None

The design of this comprehensive course is to expose and familiarize the student with wines that originate from historical regions in Europe and other parts of the old world. Students study and learn about wine making practices, receive an introduction to a variety of soils, and discuss the regional laws that govern these matters. By tasting a wide array of wines produced in these regions, students attempt to discern the unique characteristics that help wine professionals in blind tasting. Students evaluate wine in the methodology used by the Court of Master Sommeliers as well as have regular homework assignments that aid in the development of their proficiency of wine theory. By immersing the student in the study of the Old World's major regions and comparative tasting of their wines, the student has the opportunity to develop an analytical approach to flavor and aroma profile and perform at required blind tastings for industry certifications.

LCBW130 – New World Wines
4 Credits
Prerequisite: None

This course offers a focus on New World wines including the United States, Australia, New Zealand, South Africa, and others. Lectures offer information regarding history and development of wines, varietals that have emerged as predominant, and characteristics of the regions and that assist students in identifying New World wines. Evaluation and judging wines through guided tastings focus on varietals as well as wine regions.

LCBW135 – Comparative Tasting of Major Grapes – New World
4 Credits
Prerequisite: None

This comprehensive course can assist the student in preparation to perform at an advanced level in the Beverage Industry also enabling them the opportunity to achieve certifications during the program with the Court of Master Sommeliers. The student receives exposure to the art and science behind sensory tasting and evaluation of Wines of the New World. Through immersion in the study of the New World's major regions and comparative tasting of their wines, the student has the opportunity to develop an analytical approach to flavor and aroma profile and perform at required blind tastings for industry certifications.

LCBW140 – Food & Wine Pairing Principles
3 Credits
Prerequisite: None

This course welcomes the student to the realm of food and wine pairing through introduction of the principles behind making wine and food come together into an occasion greater than the sum of its parts. Students work with the classic combinations of flavors and can learn how to enhance the customer's dining experience when properly paired with wine. The focus of this class has an emphasis on the essential skills of salesmanship and marketing including wine descriptions as well as the sommelier's art of matching not just the food and the wine, but customer's preferences as well.

LCBW145 – Beverage Business
5 Credits
Prerequisite: None

This course offers students learning opportunities in the business aspects of the beverage business. Lectures and discussions provide an historic context to the development of the American beverage business including the impact of Prohibition and its legacy. Students receive exposure to the proper methods of inventory control, point of sale options, wholesale distribution channels, and some of the challenges of operating a successful retail beverage business. The class has an emphasis on the philosophy and implications of hospitality as it relates to all aspects of beverage business. Members of the class receive a case study assignment for presentation and discussion at the end of the course.

LCBW150 – Distilled Spirits & Service
4 Credits
Prerequisite: None

This course introduces the student to the intensified world of distilled spirits and their service. The class begins with the science of distillation including the exploration of the various techniques and processes of their spirit partners. Materials cover the science and biology from a nutritional angle with an emphasis on the processing of alcohol in the body and the associated health concerns. The student takes a quick tour through the colorful history of distilled spirits and then immerses themselves in the various families and styles of alcohol available. Application of the food pairing principles learned in earlier classes are a critical part of matching a menu with spirits. The student also studies the essential tools and glassware for distilled spirit service and finishes the course with a basic introduction into the aromatic world of cigars.

LCBW155 – Mixology
4 Credits
Prerequisite: None

This class introduces the student to the performance art of bartending, the place in hospitality where service meets theatrics. From the quiet precision of a perfectly crafted Martini to the flair of flaming shots, Mixology combines the palate of a chef with the art of service. This course takes the student through the basic vocabulary of the bar, the inventory of tools and glasses, and the jargon of the business. The emphasis is on classic cocktails and the student has the opportunity to develop their own signature drink. In addition to acquiring the base knowledge needed to work a bar, the class coaches the student on developing the physical skills needed to work in a fast-paced environment.

LCBW160 – Beverage Service and Bar Management
4 Credits
Prerequisite: None

This comprehensive course helps to prepare the individual student to perform at an advanced level in the Beverage Industry, enabling them the opportunity to achieve certifications during the program with the U.S. Bartenders Guild (USBG) and the Court of Master Sommeliers. The class provides the student with the opportunity to create and execute a Restaurant Beverage Program, including but not limited to service, training, purchasing, inventory, storage, and food pairing. By immersing in the daily operations of beverage service, the student can apply this to an industry position and achieve the required certifications for employment.

CBW165 – Beer, Cider, and Sake
4 Credits
Prerequisite: None

This comprehensive course focuses on the recent trend in the foodservice business surrounding product knowledge and service on the topics of beer, cider, and saké. The students explore various processes and styles of these particular fermented beverages. Discussion of brew history and production to strategies and recommendations of food pairings are just a few of the areas considered for research and analysis. Profitable management and industry service standards are an underlying focus for all topics relating to beer, cider, and saké during this course. Students may have the opportunity to achieve certification during this course with the U.S. Bartenders Guild and Court of Master Sommeliers.

LCBW170 – Coffee, Tea, and Infusions
4 Credits
Prerequisite: None

This course assists the student in developing an appreciation for the different varieties of coffee, tea, and other beverages through geographical, historical, and practical study. Students have the opportunity to understand the basics of tasting and preparation methods of both hot and cold beverage preparation along with food pairing. Specific attention to proper service in a variety of industry settings is a fundamental aspect of the class.

LCBW210 – Advanced Old World Wines
4 Credits
Prerequisites: LCBW120 and LCBW125

This course explores the Old World regions in more detail including the grapes and wines produced while also building on the foundations laid in prior courses. The instructor guides students through the specific regions with an emphasis upon developing their skills to be able to identify and discuss the characteristics of these wines. A concentration on blind tastings along with food and wine pairings is a focal point of the class culminating with menu development and wine selections.

LCBW220 – Advanced New World Wines
4 Credits
Prerequisites: LCBW130 and LCBW135

This course explores in more detail New World regions including the grapes and wines produced while also building on the foundations laid in prior courses. The instructor guides students through the specific regions with an emphasis upon developing their skills to be able to identify and discuss the characteristics of these wines. A concentration on blind tastings along with food and wine pairings is a focal point of the class culminating with menu development and wine selections.

LCBW225 – Advanced Service
3 Credits
Prerequisite: None

This comprehensive course helps to prepare the individual student to perform at an advanced level in the Beverage Industry, enabling them the opportunity to achieve the service theoretical portion of the Court of Master Sommeliers Level II certification. The class provides the student with the opportunity to create and execute an excellent, dynamic profitable Restaurant Beverage Program, including and not limited to service, training, purchasing, inventory, storage, and food pairing. By immersing in the daily operations of beverage service, the student is able to apply this learning to an industry position and achieve the required certifications for employment.

ORI101 – Orientation

0 Credits
Prerequisite: None
Students will identify resources and services available through the campus that will support their educational experience. Students will make connections with faculty, staff and other students through participation in community-building and networking activities. Students will complete an assessment that identifies their preferred learning style. Using self-assessment results, students will identify obstacles which could affect their success, as well as strategies to help them succeed as learners.

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GENERAL EDUCATION COURSE DESCRIPTIONS**AGSC403 – Contemporary Issues in Agriculture and Food Production**
3 Credits

Prerequisite: None
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.

COM115 – Communication Methods
5 Credits

Prerequisite: None
This 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.

COM122 – Public Speaking
5 Credits

Prerequisite: None
This course presents principles and theories of effective speech communications. 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.

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.

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.

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 Research and Writing
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.

HUM100 – Introduction to Humanities
3 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.

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.

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 the solving of real-life problems. Topics included will be chosen from, but not limited to, the following: linear programming, finance and statistics.

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.

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.

SCI280 – Environmental Science
5 Credits

Prerequisite: None
This course provides students with an overview of the earth's physical environment. Topics include the structure of the planet, population growth, energy resources, groundwater contamination, the greenhouse effect, toxic waste disposal, and land use management.

SCI200 – 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 CFPA/ANSI nationally accredited food safety exam for certification.

SCI230 – 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.

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.

**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 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 Las Vegas:

It is required that all students obtain a Southern Nevada Health District Food Handler Safety Training Card prior to the first day of class. There is a small fee to take the test.

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 Le Cordon Bleu Wine & Beverage program at Le Cordon Bleu campus in Los Angeles

In addition each applicant must provide:

- Commitment to the Program (One of the following criteria)
 - a. Essays:
 - PERSONAL: Student should write an essay about past academic experience/achievement and non-academic experience/achievement (leadership, military, or community service) in essay form.
 - PROFESSIONAL: Student should write an essay that includes their desire to enter the program, why they chose LCB, and their commitment of completion including their career goals for the future. This essay should also include how they believe this program will benefit them professionally.
 - b. Video Presentation: PERSONAL/PROFESSIONAL
 - c. In-Person Interview: PERSONAL/PROFESSIONAL

- Proof of Age: Student must be at least 21 years of age.

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- Professional Qualifications (One of the following criteria):
 - a. At least two years validated experience in the Wine and Beverage industry
 - b. Two letters of recommendation speaking to the candidate's professionalism, perseverance, and passion
 - c. Graduation from any other LCB program
 - d. Successfully complete LCBC 225 Wine and Beverage from a Le Cordon Bleu school or any accredited equivalent.
 - e. Service in the U.S. Military

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 for 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.
- Pay 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 LCB 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 LCB Minneapolis/St. Paul only)

PROOF OF HIGH SCHOOL GRADUATION

LCB does not accept ability to benefit students.

For LCB campuses in: Las Vegas, Los Angeles, Miami, Orlando, 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 of the program start. It is the student's responsibility to provide acceptable documentation of high school graduation or its equivalent. Students may be asked to provide additional documentation to support the validity of their Proof of Graduation. Any student who does not provide valid documentation of high school graduation or its equivalent within this timeframe will be unregistered from all classes and their program of study. Until valid proof of graduation is received and approved, no grades or credits will be available. 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 LCB campuses in: Atlanta, Minneapolis / St. Paul, Portland, Seattle and St. Louis. Acceptable documentation of high school

graduation (known as Proof of Graduation) must be received by the institution within 23 calendar days of the scheduled start of his or her program. 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 equivalent, 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, within this timeframe will be unregistered from all classes and their program of study. Until valid proof of graduation is received and approved, no grades or credits will be available. 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.

The score of the Wonderlic Exam is not used to determine eligibility for enrollment.

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.

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.

Students will be denied admission if they have a Tier 1 criminal conviction in the last 5 years. For a list of Tier 1 convictions, please speak with your Admissions Representative.

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 (APELL) with a score of 1/3 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



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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 (with the exception of Le Cordon Bleu campus in Miami).

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 withdrawal date, 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), and Background Check. 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 withdrawal date is greater than 364 days, are subject to all admissions 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. This evaluation will be paid for by Le Cordon Bleu.

Forged Documents

Any forged/alterted 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 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



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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 deferral 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.

State Grants for the Le Cordon Bleu campuses in: Miami, Orlando

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 unmarried 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 U.S. Department of Education based on information provided on the Free Application for Federal Student Aid (FAFSA), and who are enrolled in one the

following programs: Certificate/ Diploma in Le Cordon Bleu Culinary Arts, Certificate/ Diploma in Le Cordon Bleu Pâtisserie and Baking, Diploma in Le Cordon Bleu Wine & Beverage, Associate in Le Cordon Bleu Culinary Arts, and Associate in Le Cordon Bleu Pâtisserie and Baking. Grants are typically in the range of \$50 to \$9,010.

Program Details and Eligibility Requirements:

- The BLEU Grant is renewable each academic year.
- Students will automatically be considered for a BLEU Grant upon completion of the admissions and 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 to prevent the student from entering into a disallowed overaward situation.
- If this grant is combined with other federal, state or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, books and fees).
- The BLEU Grant will not be awarded to the student, in whole or in part, as a cash payment.
- Student must be in good financial standing with the institution to receive eligible BLEU Grant disbursements.

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 the 2015 calendar year, \$9,900,000 has been budgeted for new BLEU Grants.

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. Attestation may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

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.
- If this grant is combined with other federal, state or institutional aid resources, the scholarship/grant cannot exceed the student's direct cost to attend school (tuition, books and fees). LCB will follow our standard packaging philosophy and award both need and non-need based Federal grants before awarding institutional scholarships/grants. This Grant will not, in whole or in part, be awarded to the student as a cash payment.
- Students selected for employment verification must provide documentation



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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.

If this grant is combined with other federal, state, or institutional aid resources, the total combined amount cannot exceed the student's direct cost of attendance (tuition, book, and fees).

*Please note that grant percentages may vary (ranging anywhere from 5%–20% of the tuition cost) 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 2015, \$50,000 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 recognizes that sometimes students experience unexpected circumstances which necessitate their withdrawal from school prior to completing their academic program. Unfortunately, the longer a student is out of school, the more challenging it might be to return to school to complete the certificate or degree. Therefore, we make available a limited number of Completion Grants to encourage and assist students to reenroll and complete their academic programs and credentials. This grant is available to students who have successfully completed at least four (4) credits during a previous enrollment at Le Cordon Bleu but have been withdrawn from the program for more than one year.

Grants range from \$1000 to \$6000 and are available to students enrolled in one of 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 amount of the grant will be determined based upon the student's financial need as determined through the Free Application for Federal Student Aid (FAFSA).

Grant Terms and Eligibility Criteria are as follows:

- Students are eligible for the Completion Grant if they have previously attended Le Cordon Bleu, and last attended the institution at least 365 days prior to re-enrollment.
 - Students will be considered for this grant upon completion of the LCB Completion Grant Application and the re-entry process.
 - Applications are due by the end of the add/drop period for the student's first class or classes. Application may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.
 - Students must complete the financial aid application process, including completing the Free Application for Federal Student Aid (FAFSA).
 - Students must have successfully completed at least 4 credits at Le Cordon Bleu and have a GPA of 2.0 or above.
 - Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the grant.
- If awarded:
- The minimum grant is \$1,000.
 - The maximum grant is \$6,000.
 - The Completion Grant cannot be received as a cash stipend.
 - The Completion Grant does not supplant the student's eligibility for Federal Pell Grant. The Completion Grant is a one-time

award. Once awarded, the grant will be divided proportionally over the number of terms required for the student to complete the current program.

The Completion Grant is not renewable.

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 2015, \$50,000 has been budgeted for the Completion Grant.

LE CORDON BLEU SCHOLARSHIPS

All applicants of the following scholarships must be enrolled full-time. Non-resident international students are not eligible.

Alumni Referral Scholarship – all schools

Le Cordon Bleu offers the Alumni Referral Scholarships to students who submit a letter of recommendation from an confirmed alumnus of Le Cordon Bleu. Each qualifying applicant will be eligible for an award of 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. Applications may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Details and Eligibility Criteria:

- Applications are due by the end of the add/drop period for the student's first class (or classes).
- The scholarship will be awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each Payment Period until the award is exhausted.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship award.

- If this scholarship is combined with other federal, state or institutional aid resources, the scholarship/grant cannot exceed the student's direct cost to attend school (tuition, books and fees). LCB will follow our standard packaging philosophy and award both need and non-need based Federal grants before awarding institutional scholarships/grants. This Scholarship will not, in whole or in part, be awarded to the student as a cash payment.

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 the 2015 calendar year, \$150,000 has been budgeted for new Alumni Referral Scholarships.

Best of the Best Scholarship – all schools

Le Cordon Bleu offers the Best of the Best Scholarship to students who graduate high school or have graduated from a prior college certificate or degree program with a GPA of 3.5 or higher (on a 4.0 grading scale). Each qualifying applicant will be eligible for a scholarship award of 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. Applications may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Details and Eligibility Criteria:

- Applications are due by the end of the add/drop period for the student's first class or classes.
- The scholarship will be awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each Payment Period until the award is exhausted.

- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.

- If this scholarship is combined with other federal, state or institutional aid resources, the scholarship/grant cannot exceed the student's direct cost to attend school (tuition, books and fees). LCB will follow our standard packaging philosophy and award both need and non-need based Federal grants before awarding institutional scholarships/grants. This Scholarship will not, in whole or in part, be awarded to the student as a cash payment.

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 the 2015 calendar year, \$150,000 has been budgeted for new Best of the Best Scholarships.

Life Long Learning Scholarship – all schools

Le Cordon Bleu offers the Lifelong Learning Scholarship to Le Cordon Bleu Certificate, Diploma and Associate graduates pursuing a second credential at the same or higher level at Le Cordon Bleu. The scholarship cannot be used to satisfy outstanding balances accrued during enrollment for a prior credential or degree. Applications may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Certificate/Diploma Graduates

- Certificate or Diploma program graduates pursuing an additional certificate or diploma are eligible for up to \$500.
- Certificate or Diploma program graduates pursuing an associate degree are eligible for up to \$1000, Associate Graduates.
- Associate degree graduates pursuing a certificate or diploma in another culinary program or specialty are eligible for \$500.
- Associate degree graduates pursuing an

additional associate's degree or an LCB Online bachelor's degree are eligible for \$1000.

Program Details and Eligibility Criteria:

- Student must successfully complete 18 credits with a GPA of at least 3.0 in their additional program prior to disbursement of the scholarship. The scholarship will be awarded and disbursed in full at that time.

- If this scholarship is combined with other federal, state or institutional aid resources, the scholarship/grant cannot exceed the student's direct cost to attend school (tuition, books and fees). LCB will follow our standard packaging philosophy and award both need and non-need based Federal grants before awarding institutional scholarships/grants. This Scholarship will not, in whole or in part, be awarded to the student as a cash payment.

Le Cordon Bleu makes available limited funding each year for the Lifelong Learning Scholarship. Once it is determined that available funding has been exhausted, scholarships will not be available to otherwise eligible students. For the 2015 calendar year, \$300,000 has been budgeted for new Lifelong Learning Scholarships.

Le Cordon Bleu Tuition Reimbursement/ Employer Match Scholarship – all schools

Le Cordon Bleu offers a matching scholarship award to students whose employers participate in a tuition reimbursement program. We applaud employers who invest in their employees and want to match the contribution they make. This scholarship is available to students who enroll at Le Cordon Bleu in a certificate, associate or bachelor program and are receiving tuition assistance or tuition reimbursement from their employer. The scholarship will match the employer assistance up to \$1,500 for certificate/diploma programs and \$2,500 for associate programs. Students who continue from an associate degree to a bachelor degree program, and who continue to receive tuition support from their employer will be eligible



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for a second award. Eligible students must present signed documentation from their employer confirming their employment and eligibility for tuition assistance. Applications may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Conditions of the Tuition Reimbursement/Employer Match Scholarship are as follows:

- Applications and supporting documentation are due by the end of the add/drop period of the first class.
- Recipients must complete the standard application process and enroll in a certificate, associate or bachelor's degree program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements thereof.
- Student must provide signed written confirmation of employment and participation in an employer-provide tuition assistance or reimbursement program. The documentation must either be on the employer's letterhead, or from an e-mail address that is associated with the employer, and must include the signature of the student's supervisor, human resources professional or other authorized individual at the company or employing organization. The document must also describe the requirements for continuing participation in the program, as well as the disbursement schedule for tuition assistance or reimbursement. Matching funds will be awarded 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 funds will be applied towards tuition only and awarded over the length of the program
- If this scholarship is combined with other federal, state or institutional aid resources, the scholarship/grant cannot exceed the

student's direct cost to attend school (tuition, books and fees). LCB will follow our standard packaging philosophy and award both need and non-need based Federal grants before awarding institutional scholarships/grants. This Scholarship will not, in whole or in part, be awarded to the student as a cash payment.

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 2015, \$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 Scholarship. High school seniors may qualify for the scholarship as outlined in the program rules and requirements. Application, program rules and requirements may be obtained by contacting a financial aid advisor or visiting the financial aid office.

SCHOLARSHIP AWARDS

Campus Competitions

To apply for this scholarship, high school seniors must submit an essay explaining why they want to pursue a postsecondary 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.

The scholarship awards will be applied towards tuition costs for a Le Cordon Bleu associate or bachelor's degree program.

- 1st Place Award – \$5,000
- 2nd Place Award – \$2,000
- 3rd Place Award – \$1,000

All competition participants not placing for the Future Chefs of America Scholarship award 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 from each campus competition will be invited to participate in a national competition among all Le Cordon Bleu campuses in the United States. Please review the complete rules for the scholarship and competitions as outlined in the application and eligibility materials. Travel expenses related to participation in the competition will not be covered by Le Cordon Bleu.

The national scholarship awards can be applied towards tuition costs for a Le Cordon Bleu associate or bachelor degree program.

- 1st Place Award – \$40,000
- 2nd Place Award – \$19,500
- 3rd Place Award – \$10,000

Program Details and Eligibility Criteria:

- The student must enroll and begin their program of study at the Le Cordon Bleu campus 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 meet all admissions and eligibility requirements thereof.
- 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 and will be paid in equal amounts each term for the published length of the program.

If this scholarship is combined with other federal, state or institutional aid resources, the scholarship cannot exceed the student's cost to attend school. This Scholarship will not, in whole or in part, be awarded to the student as a cash payment.

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.benefits.va.gov/gibill/>. 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.

This institution maintains a written record of previous education and training of the veteran or eligible person which clearly indicates that appropriate credit has been given by the institution for previous education and training, with the training period (or length of degree program) shortened proportionately, and the veteran notified accordingly.

Le Cordon Bleu College of Culinary Arts does not and will not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollment or financial aid to any persons or entities engaged in any student recruiting or admissions activities or in making decisions regarding the award of student financial assistance.

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 has 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 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:

- 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-transferable and non-substitutable and cannot be combined with any other institutional grant at Le Cordon Bleu College of Culinary Arts.

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.

LE CORDON BLEU MILITARY GRANT

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 one-time 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 military status via a current Leave and Earnings Statement, or comparable government document. Application forms may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Conditions and Eligibility Criteria:

- Qualifying candidates must be Active Duty, Drilling National Guard or 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 applied exclusively toward direct program costs (tuition and fees).
- The scholarship will be awarded over the length of the program. The grant funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each Payment Period until the award is exhausted.
- If this grant is combined with other federal, state or institutional aid resources, the scholarship/grant cannot exceed the student's direct cost to attend school (tuition, books and fees). LCB will follow our standard packaging philosophy and award both need and non-need based Federal grants before awarding institutional scholarships/grants. This Grant will not, in whole or in part, be awarded to the student as a cash payment. Applications and supporting documentation are due by the end of the add/drop period of the first class.

**Note: New Le Cordon Bleu Military Grant, Military Spouses Grant, Veterans Grant and



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Veteran Spouses Grant funding is limited to a combined amount of \$200,000 for the 2015 calendar year. Once it is determined that available funding for grants is exhausted, grants will not be available to otherwise eligible students.

LE CORDON BLEU VETERAN'S GRANT

Le Cordon Bleu has established a Veterans' Grant** to assist Veteran service members attending 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 online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Conditions and Eligibility Criteria:

- Qualifying candidates must be 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 applied exclusively toward direct program costs, including tuition and fees.
- The grant is awarded over the length of the program. The grant funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period until the award is exhausted.
- If this grant is combined with other federal, state or institutional aid resources, the grant cannot exceed the student's direct cost to attend school (tuition, books and fees). LCB will follow our standard packaging philosophy and award both need and non-need based Federal grants before awarding institutional scholarships/grants. This Grant will not, in whole or in part, be awarded to the student as a cash payment.
- Applications and supporting documentation

are due by the end of the add/drop period of the first class.

**Note: New 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 2015 calendar year. Once it is determined that available funding for this program is exhausted, grants will not be available to otherwise eligible students.

LE CORDON BLEU VETERAN SPOUSES GRANT

Le Cordon Bleu has established a Veteran Spouses Grant** to assist spouses of Veteran service members 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 and provide evidence to verify their spouse's veteran status, such as a DD-214 Member-4, or comparable government document. Application forms may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Conditions and Eligibility Criteria:

- Qualifying candidates must be spouses of Veterans of the U.S. military.
- Candidates must apply, be accepted for admission - to be eligible to receive the grant.
- Candidates selected for 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 applied exclusively toward direct program costs, including tuition and fees.
- The grant is awarded over the length of the program. The grant funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period until the award is exhausted.

If this grant is combined with other federal, state or institutional aid resources, the grant cannot exceed the student's direct cost to attend school (tuition, books and fees). LCB will follow our standard packaging philosophy and award both need and non-need based Federal grants before awarding institutional scholarships/grants. This Grant will not, in whole or in part, be awarded to the student as a cash payment.

• Applications and supporting documentation are due by the end of the add/drop period of the first class.

***Note: New 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 2015 calendar year. Once it is determined that available funding for this program is exhausted, grants will not be available to otherwise eligible students.

CAREERS THROUGH CULINARY ARTS PROGRAMS (C-CAP)

Le Cordon Bleu provides 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 student's account while enrolled in a Certificate/ Diploma or Associates program offering at the Le Cordon Bleu school of enrollment. Application, program rules and requirements may be obtained online at www.ccapinc.org/scholarships2010.php, by contacting a financial aid advisor or visiting the financial aid office.

C-CAP Competition Scholarships

Le Cordon Bleu in agreement with Careers through Culinary Arts Programs (C-CAP) provides winners of any of the eight regional C-CAP Competitions the option to use their C-CAP scholarship when they select to attend any Le Cordon Bleu campus in the United States.

- 4 Full Tuition Scholarships for Certificate/ Diploma program valued at \$19,500 each.

- 4 Full Tuition Scholarships for Associates program valued at \$40,000 each.

If this scholarship is combined with other federal, state or institutional aid resources, the scholarship cannot exceed the student's cost to attend school. This Scholarship will not, in whole or in part, be awarded to the student as a cash payment.

C-CAP Student Member Scholarship

\$2,000 Scholarship – requires an application, essay and proof of membership in the national student C-CAP organization. The essay should be attached to the application and explain how the applicant will benefit from the scholarship award. Application forms may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

Program Conditions and Eligibility Criteria are as follows:

- Applications and supporting documentation are due by the end of the add/drop period for the student's first class or classes.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year of their high school graduation date or GED completion date. Failure to do so will void the scholarship.
- Recipients must complete the standard application process and enroll in a 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 thereof.
- Competition Scholarship recipients must maintain 3.0 GPA and have less than 100 hours of absences during the course of the program to maintain eligibility.
- The scholarship is awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period.

If this scholarship is combined with other federal, state or institutional aid resources, the scholarship/grant cannot exceed the student's direct cost to attend school (tuition, books and fees). LCB will follow our standard packaging philosophy and award both need and non-need based Federal grants before awarding institutional scholarships/grants. This Scholarship will not, in whole or in part, be awarded to the student as a cash payment. • C-CAP Student Member Scholarship may not be combined with competition scholarships.

Scholarships will be awarded on a first-come, first-serve basis until funds for this program are exhausted. For 2015 calendar year, \$50,000 has been budgeted for the C-CAP Student Member Scholarship.

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. Application, program rules and requirements may be obtained online at www.chefs.edu or by contacting a financial aid advisor or visiting the financial aid office.

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 United States campus of their choice. Scholarship recipients must apply and begin their program of study within one calendar year of their high school graduation date or GED Completion date. 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:

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 associate degree program or equal to tuition of certificate/ diploma program
- Second Place – \$10,000 Scholarship
- Third Place – \$7,500 Scholarship

Program Conditions and Eligibility Criteria of the ProStart™ Scholarships are as follows:

- Applications and supporting documentation are due by the end of the add/drop period for the student's first class or classes.
- Competition Scholarship recipients must enroll and begin the program of study within one calendar year of their high school graduation date or GED completion date. 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



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- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.
- The scholarship is awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period.
- If the Completion scholarship is combined with other federal, state or institutional aid resources, the scholarship/grant cannot exceed the student's direct cost to attend school (tuition, books and fees). LCB will follow our standard packaging philosophy and award both need and non-need based Federal grants before awarding institutional scholarships/grants. These Grants/Scholarships will not, in whole or in part, be awarded to the student as a cash payment.
- If the Competition scholarship is combined with other federal, state or institutional aid resources, the scholarship/grant cannot exceed the student's cost to attend school. These Scholarships will not, in whole or in part, be awarded to the student as a cash payment.

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 the 2015 calendar year, \$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 student's account while enrolled in an associate program offering at the school of enrollment. Application, program rules and requirements may be obtained online at www.chefs.edu or

by contacting a financial aid advisor or visiting the financial aid office. Additional information about FCCLA can be obtained at <http://fcclainc.org/>.

National FCCLA National competition: First Place – Full Tuition Scholarship for Associates program valued at \$40,000

National FCCLA Student Member Scholarship

\$2,000 Scholarship – Application, essay and proof of membership in the national student organization are required. The essay should be attached to the application and explain how the applicant will benefit from the scholarship award.

Program Conditions and Eligibility Criteria of the FCCLA Scholarships are as follows:

- Applications and supporting documentation are due by the end of the add/drop period for the student's first class or classes.
- 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 associate level program at the Le Cordon Bleu United States Campus of his or her choice and meet all admissions and eligibility requirements thereof.
- Recipients must maintain Satisfactory Academic Progress (SAP) as outlined in the catalog to remain eligible for the scholarship.

- The scholarship is awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period.

- If the FCCLA Member Scholarship is combined with other federal, state or institutional aid resources, the scholarship/grant cannot exceed the student's direct cost to attend school (tuition, books and

fees). LCB will follow our standard packaging philosophy and award both need and non-need based Federal grants before awarding institutional scholarships/grants. These Scholarships will not, in whole or in part, be awarded to the student as a cash payment.

- If the FCCLA Competition scholarship is combined with other federal, state or institutional aid resources, the scholarship/grant cannot exceed the student's cost to attend school. These Scholarships will not, in whole or in part, be awarded to the student as a cash payment.
- 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 the 2015 calendar year, \$50,000 has been budgeted for the FCCLA Student Member Scholarship.

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. The scholarship will be applied to the student's account while enrolled in an associate or a bachelors program offering at the school of enrollment. Application, program rules and requirements may be obtained by contacting a financial aid advisor or visiting the financial aid office. Additional information about National Skills USA can be obtained at <http://skillsusa.org/>.

National Skills USA Student Member Scholarship

\$2,000 Scholarship – Application, essay and proof of membership in the national student organization are required. The essay should be attached to the application and explain how the applicant will benefit from the scholarship award.

Program Conditions and Eligibility Criteria of the Skills USA Scholarships are as follows:

- Applications and supporting documentation are due by the end of the add/drop period for the student's first class or classes.
- Recipients must complete the standard application process and enroll in an associate or bachelor 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.
- The scholarship is awarded over the length of the program. The scholarship funds will be distributed evenly across the student's anticipated enrollment, with equal amounts being applied to each payment period.
- If this scholarship is combined with other federal, state or institutional aid resources, the scholarship/grant cannot exceed the student's direct cost to attend school (tuition, books and fees). LCB will follow the standard packaging philosophy and award both need and non-need based Federal grants before awarding institutional scholarships/grants. These Scholarships will not, in whole or in part, be awarded to the student as a cash payment.

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 the 2015 calendar year, \$50,000 has been budgeted for the Skills USA Student Member Scholarship.

General High School Scholarship (ASSET Testing) – LCB 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:

- 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.
- The scholarship award must be activated by starting school at Le Cordon Bleu College of Culinary Arts within a period of three starts following the announcement of scholarship recipients.
- The names of scholarship recipients may be publicized and used in Le Cordon Bleu College of Culinary Arts informational publications.
- All employees and immediate family members of Le Cordon Bleu College of Culinary Arts are not eligible to apply.
- Prospective students of both programs at Le Cordon Bleu College of Culinary Arts in Atlanta are eligible to participate.
- In order to maintain eligibility the student must:
 - Maintain full-time student status.
 - Maintain satisfactory standards of academic progress throughout the program.
 - Maintain attendance in good standing throughout the program.
- 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.

AGENCY FUNDING

Le Cordon Bleu is approved for participation in several educational programs offered by various agencies. These include Vocational Rehabilitation, Veterans Vocational Rehabilitation, Workforce Investment Act, and several programs sponsored by state agencies for unemployed or underemployed workers. Information can be obtained from the agencies themselves or from the school's Financial Assistance Office. If you are eligible for the Workforce Investment Act, you may be entitled to receive a matching grant from Le Cordon Bleu. For more information, please seek additional information from the school's Financial Aid Office.

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 3 business days (until midnight of the third day excluding Saturdays, Sundays, and legal holidays) of the school's receipt of the application and fee 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 3 business days following attendance at a regularly scheduled orientation or following a tour of the College facilities and inspection of equipment. A Student who cancels after 3 business days but prior to the Student's first day of class attendance will receive a refund of all monies paid, except for the non-refundable 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



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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 and 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, 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 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 seven (7) 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, Minneapolis/St. Paul, 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. 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 later in the catalog 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 \$1 (after all refunds have been made) will not be refunded to the Student/lender unless requested by the Student.

Refunds will be made to the student in accordance with the schedules set forth below, by campus:

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%

Minneapolis/St. Paul Refund Schedule

Refund based on Last Date of Attendance Pro rata up to 75%

75% = 0% refund

Scottsdale: Refund Schedule

1st Payment Period	Continuing Payment Periods
1st Week = 100%	1st Week = 100%
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 later in the catalog 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:

- a. The Student notifies the College of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- b. 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 monies 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



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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

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 number of days attended during the period and the total number of days in the period. Students who complete at least 75 percent of the program 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 Policy for Wisconsin Residents attending Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul

After the last day of the add drop period for each term, as stated in the academic calendar, no refunds or adjustments will be made to a student who drops individual classes but is otherwise enrolled at the College. 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. 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 term beyond the term of withdrawal will be refunded in full. Any books, supplies and/or equipment that has been purchased at the campus book store may be returned for a refund if they are returned in unused condition and returned within 20 days of the last date of attendance. Le Cordon Bleu 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. I understand that if I withdraw or am withdrawn prior to the end of the term, I am subject to the Return of Title IV Funds policy noted below which may increase my 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.

- During the first ten percent (10%) of the quarter, the institution shall refund ninety percent (90%) of the tuition.
- After ten percent (10%) of the quarter and up to and including twenty percent (20%), the institution will refund eighty percent (80%) of the tuition.
- After twenty percent (20%) of the quarter and up to and including thirty percent (30%), the institution will refund seventy percent (70%) of the tuition.
- After thirty percent (30%) of the quarter and up to and including forty percent (40%), the institution will refund sixty percent (60%) of the tuition.

- After forty percent (40%) of the quarter and up to and including fifty percent (50%), the institution will refund fifty percent (50%) of the tuition.
- After fifty percent (50%) of the quarter and up to and including sixty percent (60%), the institution will refund forty percent (40%) of the tuition.
- After sixty percent (60%) of the quarter, there is no refund of the quarter's tuition.

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 provide to our students the following policies regarding refunds and cancellation:

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

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.

Refunds will be made to the student in accordance with the schedules set forth below:

Portland: Refund Schedule

Based on days attended in the payment period.

Pro-rata refund up to the mid-point of the payment period

Seattle: Refund Schedule

If withdrawal occurs:	The school they retain the following percentage:
One week or up to 10%, whichever is less	10%
More than one week or 10% whichever is less but less than 25%	25%
25% through 50%	50%
More than 50%	100%

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 Maryland Residents only

First term students who have not previously earned 24 semesters hours or equivalent and drop within the first two weeks of their first term will receive a 100% refund of tuition.

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



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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

Refund Policy for Indiana Residents only

The institution shall cancel a student's enrollment upon request of the student. The student's obligation at the time of cancellation will be calculated as follows:

- Within six (6) days following the signing of the contract, no obligation and all monies paid, if any, to be fully refunded.
- After six (6) days, but before beginning of training, a registration fee of 20% of the total tuition not to exceed \$100.00.

- After beginning of training, the registration fee, plus 10% of the total tuition until student completes 10% of the assignment.
- After completing 10% of the assignments, but prior to completing 25% of the assignments, the registration fee plus 25% of the total tuition.
- After completing 25% of the assignments but prior to completing 50% of the assignments, the registration fee plus 50% of the total tuition.
- After completing 50% of assignments, but prior to completing 75% of the assignments, the registration fee plus 75% of total tuition.
- After completing 75% of assignments, the student is responsible for total tuition.
- The contract shall state a length of time for a student to complete his course of study. If a student does not cancel by the end of such time, he is responsible for his total tuition.
- The institution will make a proper refund, within thirty-one (31) days of the student's request for cancellation.
- If the student has paid tuition extending beyond twelve (12) months all such charges shall be refunded.

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 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 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. A school must always return any unearned Title IV funds: It is responsible for returning within 45 days of the date the school determined the student withdrew or was dismissed.

Upon withdrawal, all unearned Title IV financial aid funds disbursed for the payment period or period of enrollment must be returned to the Department of Education in the following order:

- Loans
 - Unsubsidized Federal Direct Stafford Loans.
 - Subsidized Federal Direct Stafford Loans.
 - Federal Direct PLUS loans received on behalf of the student.
- Federal Pell Grants.
- Federal SEOG.
- 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:

- 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
 - 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:
 - You are not a California resident, or are not enrolled in a residency program, or
 - 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:

- The school closed before the course of instruction was completed.
- 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.
- The school's failure to pay or reimburse student 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.
- 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.
- 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.

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ACADEMIC INFORMATION

DEFINITION OF A GRADING PERIOD

A grading period is defined as one (1)-six week module.

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, practice, 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 prior to externship. 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. LCB does not offer experiential credit.

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, and Sacramento Notice Concerning Transferability of Credits and Creditentials 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, and 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 holidays or breaks, and/or students who officially withdraw from all current courses will be administratively withdrawn from the College.

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 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 absence resulting in a missed quiz, test, practical or oral presentation will be given the opportunity to take a make-up version of the assignment at the instructor's earliest 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

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given the opportunity to take a make-up version of the assignment/s at the instructor's earliest convenience for up to 90% of the possible points.

In the event of an absence, it is the student's responsibility to obtain the information missed by either asking a fellow student for the missed information or meeting with the instructor. If the student is absent from class, points may be lost in one or all of the days grading criteria, depending on the days lesson plan. The student should check with their instructor immediately following an absence to obtain any necessary information.

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 during the add/drop period 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 (the add/drop period of each module is five (5) business days) 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 earn 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 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. 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 higher 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. Current students taking a course outside of their program will pay tuition at the current rate for the course they audit. 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 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.

GRADE SCALE AND STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

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

Auditing a Course - For LCB Scottsdale Online

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. Current students taking a course outside of their program will pay tuition at the current rate for the course they audit. 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 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.

Non-Degree Seeking Students - For LCB Scottsdale Online

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 or graduates may be required to purchase tools, textbooks, uniforms, etc. for the individual course(s) taken while considered non-degree seeking. Financial aid is not applicable. Students



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auditing a course are subject to the "Auditing a Course" section described in the catalog and courses students audit will be reflected with an "AU" grade on the transcript. Otherwise, non-degree seeking students may be awarded course credit and a letter grade on the transcript.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

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 one six-week module. These are outlined below. Both the CGPA and ROP standards must be met in order to be considered making satisfactory academic performance.

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 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.

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. The rate of progress percentage is calculated by dividing the credits earned by the credits attempted.

Certificate/Diploma Programs at LCB Atlanta, Las Vegas, Los Angeles, Miami, Portland, Sacramento, Scottsdale, Seattle, and St. Louis

Maximum Allowable Credits	
Certificate/Diploma in Le Cordon Bleu Culinary Arts	79
Certificate/Diploma in Le Cordon Bleu Pâtisserie and Baking	79
Certificate in Le Cordon Bleu Wine & Beverage	93

Certificate/Diploma Programs at LCB Orlando, Minneapolis/St. Paul, and San Francisco

Maximum Allowable Credits	
Certificate in Le Cordon Bleu Culinary Arts	76
Certificate in Le Cordon Bleu Pâtisserie and Baking	78

Programs (except LCB Minneapolis/St. Paul and San Francisco)

Maximum Allowable Credits	
Associate of Occupational Studies/Science in Le Cordon Bleu Culinary Arts	157
Associate of Occupational Studies/Science in Le Cordon Bleu Pâtisserie and Baking	156
Associate in Science in Le Cordon Bleu Culinary Arts	154
Associate in Science in Le Cordon Bleu Pâtisserie and Baking	153
Associate of Applied Science in Le Cordon Bleu Culinary Arts	157
Associate of Applied Science in Le Cordon Bleu Pâtisserie and Baking	156
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 Minneapolis/St. Paul

Maximum Allowable Credits	
Associate in Applied Science in Le Cordon Bleu Culinary Arts	157
Associate in Applied Science in Le Cordon Bleu Pâtisserie and Baking	160

Programs at San Francisco

Maximum Allowable Credits	
Associate of Occupational Studies in Le Cordon Bleu Culinary Arts	154
Associate of Occupational Studies in Le Cordon Bleu Pâtisserie and Baking	153

Credits attempted are defined as those credits required in the student's 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.

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 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.

When a student elects to change a program or enroll in an additional program or 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 time frame for this student's new program will be one-and-a-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.

WARNING AND PROBATIONARY PERIODS

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. 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.
- Students enrolled in a program of more than two academic years, and receiving federal financial aid, must meet the CGPA standards at the end of the second year. Students who are unable to meet this standard 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. 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.

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 circumstances 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.

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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 - GROUND CAMPUSES

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.

ADD/DROP PERIOD - 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 Registrar's Office. 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

To graduate, a student must have earned a minimum of a 2.0 cumulative grade point average 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 to receive official transcripts.

In order to be eligible to participate in the graduation ceremony, students must have completed all the requirements for graduation. Exceptions to this may be made for students who are scheduled to complete the published requirements for graduation within the grading period following the graduation ceremony. The actual credential and official transcript will not be issued until all final credits are completed and graduation requirements have been fulfilled.

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
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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: 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: Atlanta, 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

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 and Baking

Diploma in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Wine & Beverage

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 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

For Le Cordon Bleu College of Culinary Arts In: Portland, San Francisco

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

For the Le Cordon Bleu campuses in: Atlanta, Los Angeles, Minneapolis/St. Paul, 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

A student may be eligible for a Leave of Absence if one of the following conditions applies:

- Medical Leave (including pregnancy)
- Family Care (childcare issues, loss of family member, 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 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.

- 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.
- 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 grading period and received an academic grade or grades (R-F) for that grading period.

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 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.

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For the Le Cordon Bleu campuses in: Las Vegas, Miami, Orlando, San Francisco, and 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 qualify a student for a leave of absence:

- Medical Leave (including pregnancy)
- Family Care (childcare issues, loss of a family member, or medical care of family)
- Military Duty
- Jury Duty

The following requirements apply:

A student may be granted a Leave of Absence (LOA) if he or she meets the following requirements:

- A written LOA request, which includes the reason for the request, is submitted in writing within 5 calendar days of the student's last day of attendance.
- A student 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.
- There may be limitations on LOA eligibility for students enrolled in term-based programs due to regulatory requirements associated with scheduling the student's returns.
- 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.
- A student must have completed his or her most recent quarter and received an academic grade or grades (A-F) for that quarter.

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, may have an impact on his or her federal student aid, loan repayment and exhaustion of the loan grace period. Students 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.

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 preferred methods of contact from the potential employer. 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 College of Culinary Arts cannot guarantee employment or salary.

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento and 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 College of Culinary Arts 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,



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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 (800) 840-8968.

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, OI101. 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.

- \$10 – Transcripts (electronic or paper) requested electronically through Parchment
- \$15 – Transcripts ordered through the campus
- \$35 – 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.

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)

For the Le Cordon Bleu campuses in: Los Angeles, Sacramento, and 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 strongly encouraged that all students obtain an applicable food handler's 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.



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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 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:

- Oversee behavior
- Investigate violations and
- 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

The Le Cordon Bleu College of Culinary Arts in Los Angeles main campus in Pasadena is located at:

521 E Green St.
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 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.

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 35,000 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

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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.

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 computer classrooms all housed in approximately 75,295 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, Learning Resource Center, 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, computer lab, 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:
7896 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-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.

Distance Education Classes – Students attend online classes for their program with class sizes not to exceed 25 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 e-mail and phone numbers provided to the school.

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.

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.

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



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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.

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) 336-6790

THE ACCREDITING COMMISSION OF CAREER SCHOOLS AND COLLEGES (ACCSC)

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

ACCSC
2101 Wilson Blvd., Suite 302

Arlington, VA 22201
Phone: (703) 247-4212
www.accsc.org

A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting the campus President or online at www.accsc.org.

The American Culinary Federation Education Foundation Accrediting Commission (ACEFAC)

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 and San Francisco

The student may also contact the Bureau for Private Postsecondary Education

P.O. Box 980818
Sacramento, CA 95298-0818
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 www.gnpec.org

Le Cordon Bleu College of Culinary Arts in Las Vegas

Nevada Commission on Postsecondary Education
8778 South Maryland Parkway, Suite 115
Las Vegas Nevada 89123
Phone: (702) 486-7530
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, Florida 32399-0400
Phone: (850) 245-3200 or (888) 224-6684
<http://www.fldoe.org/policy/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, 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)
PO Box 1469
Jefferson City, MO 65102
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

LE CORDON BLEU CATALOG

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 or 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 require 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 ID#, 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



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2015-2016 Catalog Addendum

Tuition and Fees

As of 10/15/2015

Certificate in Le Cordon Bleu Culinary Arts/Patisserie and Baking	
Tuition	\$19,500
Application Fee (non-refundable)	\$50
Total Cost	\$19,550

Associate of Applied Science in Le Cordon Bleu Culinary Arts/Patisserie and Baking Programs	
Tuition	\$40,000
Application Fee (non-refundable)	\$50
Total Cost	\$40,050

Tuition charges include books, supplies, and uniforms. The tuition listed above is for the total length of the program. Reduced tuition charges apply in the case of repeated courses.

Reduced Tuition Charge for Repeat Course Work (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 and 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.

NSF Fee - A fee of \$25 will be assessed for any checks returned for non-payment

Transfer Credit Adjustment – Transfer Credit will be processed at a per credit charge as calculated by taking the total program tuition divided by the total program credits, multiplied by the number of credits approved for transfer by Le Cordon Bleu College of Culinary Arts.

Tuition and Fees are also disclosed on Tuition and Fees Sheet published at: http://www.chefs.edu/Admissions/~media/LCB/Files/Docs-Resources/Seattle_TuitionAndFees.ashx



Academic Calendar

As of 10/15/2015

21 Month | 84 Week Programs

- Associate of Applied Science in Le Cordon Bleu Culinary Arts
- Associate of Applied Science in Le Cordon Bleu Patisserie & Baking

Start Date	Anticipated Completion Date
09/28/2015	06/30/2017
11/09/2015	08/18/2017
01/04/2016	09/29/2017
02/15/2016	11/10/2017
04/04/2016	12/22/2017
05/16/2016	02/16/2018
07/05/2016	03/30/2018
08/15/2016	05/18/2018
09/26/2016	06/29/2018
11/07/2016	08/17/2018

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
09/28/2015	09/23/2016
11/09/2015	11/04/2016
01/04/2016	12/16/2016
02/15/2016	02/17/2017
04/04/2016	03/31/2017
05/16/2016	05/19/2017
07/05/2016	06/30/2017
08/15/2016	08/18/2017
09/26/2016	09/29/2017
11/07/2016	11/10/2017

2015/2016 Academic Calendar

Module start date	Module end date
09/28/2015	11/06/2015
11/09/2015	12/18/2015
01/04/2016	02/12/2016
02/15/2016	03/25/2016
04/04/2016	05/13/2016
05/16/2016	06/24/2016
07/05/2016	08/12/2016
08/15/2016	09/23/2016
09/26/2016	11/04/2016
11/07/2016	12/16/2016

Classes are offered on days marked with an "x":

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	X	X	X	X	X	



2015-2016 Catalog Addendum

Observed Holidays-No Classes

Holiday	Date(s) of Break: Classes Resume:
In-Service Day*	Friday 09/25/2015 Classes Resume on Monday 09/28/2015
In-Service Day*	Thursday 11/05/2015 to Friday 11/06/2015 Classes Resume on Monday 11/09/2015
Thanksgiving Holiday	Thursday 11/26/2015 to Friday 11/27/2015 Classes Resume on Monday 11/30/2015.
Winter Break	Saturday 12/19/2015 to Sunday 01/03/2016 Classes Resume on Monday 01/04/2016
Martin Luther King Jr. Day	Monday 01/18/2016 Classes Resume on Tuesday 01/19/2016
In-Service Day*	Friday 02/12/2016 Classes Resume on Monday 02/15/2016
In-Service Day*	Thursday 03/24/2016 to Friday 03/25/2016
Spring Break	Saturday 03/26/2016 to Sunday 04/03/2016 Classes Resume on Monday 04/04/2016
In-Service Day*	Thursday 05/12/2016 to Friday 05/13/2016 Classes Resume on Monday 05/16/2016
Memorial Day	Monday 05/30/2016 Classes Resume on Tuesday 05/31/2016
In-service Day*	Friday 06/24/2016
Summer Break	Saturday 06/25/2016 to Sunday 07/03/2016
Independence Day	Monday 07/04/2016 Classes Resume Tuesday 07/05/2016
In-Service Day*	Friday 08/12/2016 Classes Resume on Monday 08/15/2016
Labor Day	Monday 09/05/2016 Classes Resume on Tuesday 09/06/2016
In-Service Day*	Friday 09/23/2016 Classes Resume on Monday 09/26/2016
In-Service Day*	Thursday 11/03/2016 to Friday 11/04/2016 Classes Resume on Monday 11/07/2016
Thanksgiving Holiday	Thursday 11/24/2016 to Friday 11/25/2016 Classes Resume on Monday 11/28/2016.
Winter Break	Saturday 12/17/2016 to Sunday 01/08/2017 Classes Resume on Monday 01/09/2017

*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 10/15/2015

Name	Discipline	Education & Professional Licensure/Certification	Full/Part Time
Carr, Ronald	General Education/ Psychology	<ul style="list-style-type: none"> M. A., Psychology, Puget Sound Christian College B. A., Social Sciences, City University of Seattle 	Part time
Creek, Randall	General Education/ Mathematics	<ul style="list-style-type: none"> M.A. Education, Antioch University B.A. Mathematics, University Washington 	Full time
Hess, Cynthia, P.C.E.C.	Culinary	<ul style="list-style-type: none"> A.O.S., Culinary Institute of America 	Full time
Kim, Brian, C.P.C.	Lead Instructor Culinary/ Patisserie and Baking	<ul style="list-style-type: none"> A.O.S., Le Cordon Bleu Culinary Arts, California School of Culinary Arts 	Full time
Knaup, David, C.E.C.	Culinary	<ul style="list-style-type: none"> A.O.S., Culinary Arts, Culinary Institute of America A.A.S., Food Service, Southeast Community College 	Full time
Mah, Warren	Culinary	<ul style="list-style-type: none"> A.O.S. Culinary Arts, Culinary Institute of America 	Full time
Mikosz, Daniel C.E.P.C.	Culinary/ Patisserie and Baking	<ul style="list-style-type: none"> Certificate, Pastry and Specialty Baking, South Seattle Community College B.S. Finance, Indiana University 	Full time
O'Brien, Kathleen	General Education/English and Literature	<ul style="list-style-type: none"> M.A. English, University of California Davis B. A. English, University of Massachusetts Boston 	Full Time
Ortiz, Stephen	Patisserie and Baking	<ul style="list-style-type: none"> Diploma-French Culinary Institute NY- Patisserie 	Full Time
Ostrander, Leesa	General Education/Communic ations	<ul style="list-style-type: none"> M.A. English – Professional Writing, Northern Arizona University M.A. Education, Human Relations, Northern Arizona University B.S. Human Communication, Arizona State University 	Part time
Prine, Diana	Culinary	<ul style="list-style-type: none"> Associate in Occupation Studies, Culinary Arts, Culinary Institute of America, Hyde Park NY Professional Food Service Development Degree, Bates Technical College, Tacoma WA 	Full Time
Rhodes, Lauren	Culinary	<ul style="list-style-type: none"> M.B.A. – University of Phoenix B.S. Food Service Management Johnson and Wales A.O.S. Culinary Arts Johnson and Wales 	Full time
Schmutz, Shad	Culinary	<ul style="list-style-type: none"> A. A. , Liberal Arts, Johnson County Community College, Certificate, Culinary Arts, Le Cordon Bleu College 	Full Time

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2015-2016 Catalog Addendum

Name	Discipline	Education & Professional Licensure/Certification	Full/Part Time
		of Culinary Arts	
Thiery, Jean-Rene	Patisserie and Baking	<ul style="list-style-type: none"> Apprenticeship Ecole Superieure de Patisserie (ESP) of the Chamber of Commerce and Industries, Paris France Professional Apprentice Certificate – Pastry Cook, Confectioner, Glacier, Chocolatier, Paris France Master Certificate – Pastry Chef, Confectioner, Glacier, Chocolatier, CAEN France 	Full time

Staff - as of 10/15/2015

Name	Position
Sohonie, Jennifer	Title IX.ADA Section 504 Coordinator
Sohonie, Jennifer	Campus Director/Director of Education
Copenhaver, Laura	Director of Admissions
Erdman, Melanie	Business Operations Manager
Jacobs, Morenika	Associate Registrar
Tani, Sharon	Regional Librarian



Catalog Revisions and Updates

Page #	Policy/Section	Effective Date

Program and Course Description Changes

Page #	Policy/Section	Effective Date	Description of Revision or Update

From: Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BF0CBF53B7514E-IHARAZDUK>
Sent: 10/3/2014 11:34:14 AM -0400
To: Chinita D. Obi <cobi@acics.org>
Subject: Re: 2nd Edit
Chinita,

Good to hear I suppose. I hope he is correct and everything is okay.

I hope you continue to feel better.

Ian

Sent from my iPhone

On Oct 3, 2014, at 11:27 AM, "Chinita D. Obi" <cobi@acics.org> wrote:

Got it. I feel better than yesterday. I'll have to have a procedure in Nov or Dec, but that's just a one day, Friday thing, so I'll keep you posted. Still figuring out some issues going on with my stomach from a while back. The doctor suspects chances are, everything is ok, but just wants to be sure.

Chinita D. Obi

Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

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From: Ian Harazduk
Sent: Friday, October 03, 2014 11:56 AM
To: Chinita D. Obi
Subject: 2nd Edit

Chinita,

I hope you are feeling better. I am at home today trying to get some stuff squared away. I have a few 2nd edits for you if possible. They are all three from Jan at Sanford-Brown – San

Antonio. She did a NG,QAM-OS, and QAM-DE. Let me know if you'd be able to get these done by Tuesday or Wednesday COB (if not earlier).

Thanks.

Ian Harazduk
Manager, Compliance
Accrediting Council for Independent Colleges and Schools
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