

- 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?  
 \$3000 has been allotted for the new program.
- N.108 What portion of the current year's library budget for the program has been spent and how has the money been allocated?  
 Approximately 83% of the library budget has been spent.
- N.109 Describe how faculty have involvement in the selection of library resources.  
 Chef David Frattini serves as the on-site faculty library liaison. Faculty members give Chef Frattini their requests which he shares with the campus director, Chef Davenport, and the Le Cordon Bleu corporate librarian.

#### **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?  
 The campus library is staffed by student workers who are trained by the Le Cordon Bleu regional librarian, Ms. Laura Rice. Ms. Rice holds a master's degree in information and library science from Dominican University in River Forest, Illinois. The library is open from 9 a.m. to 9 p.m. Monday through Thursday, 9 a.m. to 5p.m. on Fridays and Saturdays by request. The student workers have access to online librarians that are shared between the Le Cordon Bleu schools to assist students with help beyond accessing databases. In addition, Ms. Rice is available Monday through Friday 8 a.m. to 5 p.m. to assist with other student needs.

- 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
- 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:  
The full-text online collections available to students include: Academic Search Primerie, Food Science Source, Hospitality and Culinary Complete, InfoTrac, Credo, and EBSCOhost.
- 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

There are no areas of non-compliance.

## 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*):

- The team suggests that the school looks into a more consistent format for all course homework assignments and how this data is captured.
- The team would like to make a strong recommendation that Le Cordon Bleu rectifies the current externship situation with Chef Cheyney Andrews, to allow him to complete his associates degree.
- All NEHA proctors should have some form of certification on file to validate that they are qualified to teach this class.
- The team suggests that a bio is kept on file for all advisory board members and guest speakers.

# REPORT QUESTIONS

## QUESTIONS

### 4. RELATIONS WITH STUDENTS FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

The team reviewed 20 student files with an equal representation of active, withdrawn, and graduate students, along with a comprehensive review of the unofficial transcript, ledger card, and financial aid files.

4.02 Does the campus ensure that its student relations reflect high ethical standards?

Yes  No

If No, insert the section number in parentheses and explain:

■■■

4.03 Does the campus have appropriate admissions criteria?

Yes  No

If No, insert the section number in parentheses and explain:

■■■

4.04 Does the campus contract with third parties for admissions and recruiting purposes?

Yes  No

If Yes, are these parties supervised by and familiar with the campus?

Yes  No

If the parties are not supervised by and familiar with the campus, insert the section number in parentheses and explain:

■■■

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

If No, insert the section number in parentheses, list student names, and explain:

4.06 Does the admissions policy conform to the campus's mission?

Yes  No

If No, insert the section number in parentheses and explain:



4.07 Is the admissions policy publicly stated?

Yes  No

If No, insert the section number in parentheses and explain:

4.08 Is the admissions policy administered as written?

Yes  No

If No, insert the section number in parentheses and explain:

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:



Is there evidence that a copy of the agreement has been provided to the student?

Yes  No

If No, insert the section number in parentheses and explain:

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 Euphoria Institute of Beauty Arts & Sciences in January 2012 with more than 18 years of combined sales and marketing management experience from employment with The Princeton Review and 1-800-Flowers.com. She holds a bachelor's degree in English and a master's degree in education from New York State University in Potsdam, New York.

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?

Through the review of 20 student files, interviews with the regional director of admissions and career services, and six current students the team is able to verify that the campus follows an ethical recruitment process that is compatible with its educational objectives. of 1) providing theoretical and practical training by following the State Board of Cosmetology approved curriculum created in accordance with Pivot Point Salon Fundamentals for Cosmetology, 2) employing qualified faculty who offer students personalized attention and professional

expertise, 3) remaining in the forefront of emerging technology, 4) providing staff and faculty members who uphold the highest standards of service, quality and commitment, and 5) cultivating an environment that celebrates creativity, diversity and improved self-esteem. 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 students' strengths and weaknesses, and the educational and career expectations of the student. 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

If *No* for any item, insert the section number in parentheses and explain:

■■■■

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

If *Yes*, is the name of the campus clearly identified, and is there evidence that the reason for usage of the name has been communicated to the student?

Yes  No

If *No*, there is no name of the campus or there is no evidence, insert the section number in parentheses, list student names, and explain:

■■■■

4.14 Does the state in which the campus operates require representatives to be licensed or registered?

Yes  No

If *Yes*, is evidence of licensure or registration on file?

Yes  No

If *No*, (evidence of licensure or registration is not on file), insert the section number in parentheses, list student names, and explain:

■■■■

4.15 Are the titles of recruitment and enrollment personnel appropriate?

Yes  No

If *No*, insert the section number in parentheses and explain:

■■■■

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)

If *No*, insert the section number in parentheses and explain:

■■■■

4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?

Yes  No

If *No*, insert the section number in parentheses and explain:

■■■■

4.18 Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

Yes  No

If *No*, insert the section number in parentheses and explain:

4.19 Is there evidence that the campus properly awards transfer of credit?

Yes  No  Not Applicable

If *No*, insert the section number in parentheses and explain:

4.20 Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?

Yes  No

If *No*, insert the section number in parentheses and explain:

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

If *No*, insert the section number in parentheses and explain:

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

If *No*, insert the section number in parentheses and explain:

### FOR MASTER'S DEGREE PROGRAMS ONLY

4.23 Is the maximum permissible number of transfer credits into the program limited to one-half or fewer of the credits required for the master's degree?

Yes       No

If *No*, insert the section number in parentheses and explain:

■ ■ ■

### 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.

If *No*, insert the section number in parentheses and explain:

■ ■ ■

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

If *No* for any item, insert the section number in parentheses and explain:

■ ■ ■

4.26 Does the campus apply its SAP standards consistently to all students?

Yes  No

If *No*, insert the section number in parentheses, list student names, and explain:

■ ■ ■

4.27 Are students who are not making satisfactory academic progress properly notified?

Yes  No  Not Applicable (no students are in violation of SAP)

If *No*, insert the section number in parentheses, list student names, and explain:

■ ■ ■

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

If *No*, insert the section number in parentheses, list student names, and explain:

■■■

- 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)

If *No*, insert the section number in parentheses, list student names, and explain:

■■■

- 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)

If *No*, insert the section number in parentheses, list student names, and explain:

■■■

- 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?

Yes     No

If *No*, insert the section number in parentheses, list student names, and explain:

■■■

- 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

If *No* (the student is not informed), insert the section number in parentheses, list student names, and explain:

■■■

- 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

If *No*, insert the section number in parentheses, list student names, and explain:

■■■

- 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)

If *No*, insert the section number in parentheses, list student names, and explain:

■■■

- 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)

If *No*, insert the section number in parentheses, list student names, and explain:

■■■

- 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

If *No*, insert the section number in parentheses and explain:

■■■

- 4.38 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?

Ms. Jacqueline (Benita) Williams, director of education is responsible for the administration of satisfactory academic progress. Ms. Williams holds a diploma in cosmetology from Brook Beauty School, St. Paul, Minnesota, a cosmetology license and a cosmetology instructor license from the State of Nevada. She has served as the director of education since February 2004. Prior to her current position, Ms. Williams was a cosmetology instructor for 21 years at Regency Beauty Institute, and Euphoria Institute of Beauty Arts & Sciences.

- 4.39 Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?

Yes     No

If *No*, insert the section number in parentheses and explain:

■■■

- 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

If *No* (the campus does not properly classify these programs), insert the section number in parentheses and explain:

■■■

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

If *No* for any applicable item, insert the section number in parentheses and explain:

■■■

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

If *No*, insert the section number in parentheses, list student names, and explain:

■■■

4.43 Are tuition and fees clearly stated in the catalog?

Yes       No

If *No*, insert the section number in parentheses and explain:

■■■

If *Yes*, have students confirmed receiving a copy of the catalog?

Yes       No       Not Applicable

If *No*, insert the section number in parentheses, list student names, and explain:

■■■

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

If *No* for any item, insert the section number in parentheses and explain:

■■■■

- 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)

If *No*, insert the section number in parentheses and explain:

■■■■

- 4.46 Is the campus' refund policy published in the catalog?  
 Yes       No

If *No*, insert the section number in parentheses and explain:

■■■■

- 4.47 Is the refund policy fair, equitable, and applicable to all students?  
 Yes       No

If *No*, insert the section number in parentheses and explain:

■■■■

- 4.48 Is the campus following its stated refund policy?  
 Yes       No

If *No*, insert the section number in parentheses and explain:

■■■■

- 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 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. Shd has more than seven years of combined financial aid packaging experience from The Art Institute and Le Cordon Bleu College of Culinary Arts before accepting her current position as financial aid advisor at Euphoria Institute of Beauty Arts & Sciences.

- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes       No

If *No*, insert the section number in parentheses and explain:

- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?

Yes       No

If *No*, insert the section number in parentheses and explain:

- 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

If *No*, insert the section number in parentheses and explain:

- 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. Lena Kitchen, the on-site financial aid administrator is a member of the National Association of Student Financial Aid Association (NASFAA). She stays current with student financial aid regulations and policy changes through telephone calls with the corporate director of financial aid to discuss current policy, regulation changes, and any financial aid concerns. 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, types and sources of financial aid, and federal updates.

- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?

Yes       No

If *No*, insert the section number in parentheses and explain:

- 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

If *No*, insert the section number in parentheses and explain:

- 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 *No* (there is no such evidence), insert the section number in parentheses and explain:

█

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

If *No*, insert the section number in parentheses and explain:

█

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 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 is 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 and cover letter advisement, mock interviews, job search techniques and assists with full and part time employment opportunities. The early student engagement coordinator offers seminars on enhancing study skills/test taking, 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

If *Not Applicable*, explain:

█

If *No*, insert the section number in parentheses and explain:

█

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 employment opportunities. Ms. Petrie holds a bachelor's degree in english and a master's degree in education from State University in Potsdam, New York. She has more than 18 years of combined sales and marketing management experience with The Princeton Review and 1-800-Flowers.com. Ms. Petrie served in the positions of assistant vice president of marketing, executive director of field marketing, executive director of sales and partnerships, regional president of franchise marketing, and director for franchise marketing before beginning her employment with Euphoria Institute of Beauty Arts & Sciences in January 2012.

- 4.61 Does the campus offer employment assistance to all students?  
 Yes     No     Not Applicable (campus enrolls only international students on a student visa)

If *No*, insert the section number in parentheses and explain:  
 [REDACTED]

- 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?  
 Yes     No

If *Yes*, explain:  
 [REDACTED]

If *Yes*, does the campus maintain the required data on its graduates and nongraduates?  
 Yes     No

If *No* (the campus does not maintain the required data), insert the section number in parentheses and explain:  
 [REDACTED]

- 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

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

- 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)

If *No*, insert the section number in parentheses and explain:  
 [REDACTED]

- 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](http://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 departments. These activities are designed to promote community, school pride and creativity. The campus sponsored activities include 1) fantasy make-up competitions, 2) nail competitions, 3) spirit week, 4) job fairs, 5) 18 Career Edge modules, 6) honor society, 7) hair shows, 8) stick it to the staff fund raiser, 9) themed food days, 10) Redkin cuts with color, 11) effective curling iron usages, and 12) air brush make up.

#### **FOR MASTER'S DEGREES ONLY**

4.68 Do all students enrolled in master's degree programs possess a bachelor's degree?

Yes       No

If *No*, insert the section number in parentheses, list student names, and explain:

■■■■

#### **GENERAL COMMENTS:**

■■■■

#### **COMMENDATIONS:**

■■■■

#### **RECOMMENDATIONS:**

■■■■

---

**From:** Maurice Wadlington <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A485F246B6E74618A42FFBBF0566D503-MWADLINGTON>  
**Sent:** 4/7/2014 2:50:33 PM -0400  
**To:** dteneyuca@msn.com  
**Subject:** ACICS- Visit Invitation- IT Programs

Hey David,

I hope all is well. I would like to invite you on the above mentioned visits to review the IT programs. Please let me know if you are available and interested.

Westwood College (00027062) (MAIN)– New Grant Visit

Denver- North, Colorado

June 2-3, 2014

Staff Coordinator	Maurice Wadlington
Chair	
Student Relations	
Ed. Activities	
Business Administration (Associate)(Bachelor)	
Computer Aided Design/Architectural (Associate)	
Construction Management (Associate)(Bachelor)	
Graphic Design-Game Art (Associate) (Bachelor)	

Dental Assisting (Associate)	
Criminal Justice (Associate)(Bachelor)	
Health Information Technology (Associate)	
Medical Assisting (Associate)	
Medical Office Management (Associate)	
Paralegal (Associate)	
Automotive Technology (Occupational Associate)	
Information Technology (Occupational Associates)	
Information and Network Technology (Associate) (Bachelor)	
Software Development (Bachelor)	

Westwood College (00027065) (MAIN)– New Grant Visit

Denver- South, Colorado

June 4-5, 2014

Staff Coordinator	Maurice Wadlington
Chair	
Student Relations	

Ed. Activities	
Business Administration (Associate)	
Computer Aided Design/Architectural (Associate)	
Construction Management (Associate)(Bachelor)	
Graphic Design-Game Art (Associate) (Bachelor)	
Criminal Justice (Associate)(Bachelor)	
Medical Assisting (Associate)	
Medical Office Management (Associate)	
<b>Information Technology (Occupational Associates)</b>	
<b>Information and Network Technology (Associate) (Bachelor)</b>	
Interior Design (Bachelor)	

Sanford Brown College (00011132) (MAIN)– New Grant Visit

Chicago, IL

May 12-13, 2014

Staff Coordinator	Maurice Wadlington
Chair	

Student Relations	
Ed. Activities	
<b>Computer Forensics BS</b>	
Game Design-BFA	
Vis Com- Graphic Design-AAS, BS	
Vis Com- Video and Animation Production-BFA	
Vis Com-Multimedia &Web-AAS, BFA	
Merchandising-AAS, BA	
<b>Information Technology-AAS, BS</b>	
Fashion Design-BFA	

Best regards,

**Maurice Wadlington, M.Ed**

**Accreditation Coordinator**

**Accrediting Council for Independent Colleges and Schools**

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

[www.acics.org](http://www.acics.org) | 202.336.6779 - p | 202.842.2593 - f

| 202.421.5923 -c

CONFIDENTIALITY NOTICE:

This communication is only intended for the persons or entities to which it is addressed or copied and may contain information that is confidential and/or privileged in some way. Distribution or copying of this communication or the information contained herein is not expressly authorized. ACICS reserves the right to disclose this communication as required by law without the consent of the persons or entities to which this communication is addressed.



## REEVALUATION VISIT REPORT

### EUPHORIA INSTITUTE OF BEAUTY ARTS & SCIENCES

11041 South Eastern Avenue, Suite 112

Henderson, NV 89052

ACICS ID Code: 00023089

Ms. Lu Suarez, Regional Campus President (lsuarez@euphoriainstitute.com)  
acicsgreenvalley@euphoriainstitute.com

### MAIN CAMPUS

Lincoln Technical Institute

Edison, NJ

ACICS ID Code: 00010950

June 17-18, 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	Dr. Hieu Jack Phan	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  
HENDERSON, 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	0/37	0.00%	0.00%	92.8%	<b>63.5%</b>
Diploma	Diploma	Cosmetology	1800	59/18	0.00%	0.00%	80.3%	71.4%
<b>TOTAL ENROLLMENT</b>				114				

## INTRODUCTION

The Henderson, Nevada campus of Euphoria Institute of Beauty Arts & Sciences is located in a moderately high-traffic strip mall on one of the main highways in Henderson. It is a 16,000 square-foot, one-level facility with ample parking in the front of the building, with reserved handicapped-parking spaces. All areas of the campus comply with applicable provisions of the American with Disabilities Act. In addition to its fully equipped multiple classrooms/labs, the campus houses a full-service salon and spa, staffed by students under instructor supervision and open to the public. The campus is designed and approved to accommodate just over 200 students, although total current enrollment between day and night is 114 students.

The student body consists primarily of females; males represent 3.2 percent of enrollment. Forty-four percent of the students are Caucasian; 22 percent are Hispanic; 9 percent are Black and 5 percent are Asian. The majority of students (52 percent) are between the ages of 18-24; 38 percent fall into the 25-39 percent range and 10 percent are age 40 or over.

Several key administrative positions at the campus are held by regional personnel: campus president, director of administrative services, and director of admissions and career services. Each of these individuals, whose titles include "regional" (eg., regional campus president), divide their time equally between the Henderson (Green Valley) campus and the Las Vegas (Summerlin) campus. Because both campuses are relatively small (114 and 134) and fairly close geographically, this arrangement is manageable for the present.

## REPORT QUESTIONS

### 1. 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

If *No* for any item, insert the section number in parentheses and explain:

**(Section 3-1-111):** The types of data that will be used for assessment of retention and placement are not included in the CEP.

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

If *No* for any applicable item, insert the section number in parentheses and explain:

**(Section 3-1-111):** The campus CEP does not identify baseline data for retention or placement nor does it specify what data will be used in an assessment of these two areas or how the data will be used to improve educational processes.

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.

To improve retention, the campus has created the position of early student engagement coordinator. This coordinator is responsible for tracking new students for the first 24 weeks of their programs to ensure that students receive the academic and student services support they may need to successfully complete their programs. The coordinator also follows up with any student who has had more than one absence to minimize future absences or to try to address risk factors that may result in drops.

Activities planned to improve placement include aggressive "recruitment" efforts to identify potential new employers and to bring potential employers to the campus to meet and interact with students. The range of activities to help students prepare for job-hunting is being expanded and the hours of the career services office have been extended on Mondays through Thursdays to better accommodate the needs of evening students and some Saturday hours have been added.

- 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)

## 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. Lu Suarez, the regional campus president, 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.

### 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?

As mentioned in Question 2.9, 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

## 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 10<sup>th</sup> grade of high school and that the applicant be able to achieve a grade level of 11<sup>th</sup> 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

If *No*, insert the section number in parentheses, list student names, and explain:

**(Section 3-1-303(e)):** The campus transcript does not accurately reflect student accomplishment in all cases. The team found that, in at least two cases, graduates' transcripts showed the "Earned Hours Attended" being less than the 1800 clock hours required by the State of Nevada. An additional statement, "Total Posted Attended Hours," appears with an indication of 1800 clock hours with no explanation as to how the additional hours were derived. As generated, the transcripts appear to arbitrarily raise a student's total hours to 1800 so that the student can graduate. The graduate transcripts containing these inconsistencies were those of Brittany Pistorio (1,773.15 "Earned Hours Attended" versus 1,800.12 "Total Posted Attended Hours") and Alexandria Lee (1,693.52 "Earned Hours Attended" versus 1,807.23 "Total Posted Attended Hours.").

- 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
- While the team was on-site, the campus made corrections to two minor inconsistencies between the catalog and the transcript.
- 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 FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?

The team reviewed 17 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 holds a bachelor's degree in English and a master's degree in education from New York State University in Potsdam, New York. She has more than 18 years of combined sales and marketing

management experience with The Princeton Review and 1-800-Flowers.com. Ms. Petrie served in the positions of assistant vice president of marketing, executive director of field marketing, executive director of sales and partnerships, regional president of franchise marketing, and director for franchise marketing before beginning her employment with Euphoria Institute of Beauty Arts & Sciences in January 2012.

- 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?

Through its review of 17 student files, interviews with the regional director of admissions and career services and with three current students, the team was able to verify that the campus follows an ethical recruitment process that is compatible with its educational objectives of 1) providing theoretical and practical training by following the State Board of Cosmetology approved curriculum created in accordance with Pivot Point Salon Fundamentals for Cosmetology, 2) employing qualified faculty who offer students personalized attention and professional expertise, 3) remaining in the forefront of emerging technology, 4) providing staff and faculty members who uphold the highest standards of service, quality and commitment, and 5) cultivating an environment that celebrates creativity, diversity and improved self-esteem.

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*)
- 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

#### 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?

Mr. Mark DeCola, the director for education for the campus, is responsible for the administration of satisfactory academic progress. Mr. DeCola holds a diploma in cosmetology from Arlington Academy in Illinois and both a cosmetology license and cosmetology instructor licence from the State of Nevada. Prior to his employment with the campus in 2006, Mr. DeCola was a stylist, cosmetology instructor, and student engagement coordinator.

- 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. Sharon Walker is responsible for the oversight of financial aid at the campus. Ms. Walker earned a bachelor's degree in business administration from Columbia College in Illinois and both a paralegal certificate and a master's degree in integrated marketing communications from Roosevelt University, also in Illinois. She had more than 10 years of financial aid packaging, compliance and financial aid management experience from her employment with Lincoln Educational Services, Corinthian Colleges, The Cooking and Hospitality Institute of Chicago, and Expertise Cosmetology Institute 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. Walker maintains a membership with the National Association of Student Financial Aid Association (NASFAA) and participates in conferences and training calls with the corporate director of financial aid to discuss current policy, regulation changes, and any financial aid concerns. Additional training is provided through conferences, workshops, and webinars attended throughout the year, which focus on tax filing requirements, 150% direct loan usage, federal updates, types and sources of financial aid, lending discrimination, cohort default rate, calculations and management, over-award and over-payments, and the basics of direct loans.
- 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.

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, and professional development.

- 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 120  
 The ending enrollment reported on the previous year's CAR is 120

The beginning and ending enrollment data are identical; however, the data provided in the back-up documentation do not support the information in the CAR.

- 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

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

**(Section 3-1-303(a))** The team was unable to verify the retention rates reported by the campus on its 2013 Campus Accountability Report (CAR). The backup documentation for the CAR provided to the team included duplicate entries for the following students and resulted in producing inaccurate retention rates for both of the campus's academic programs:

Aesthetics program: Devan Franklin, Corelle Jimerson, Oxana Ramsey, and Melina Redona

Cosmetology program: Christina Abbott, Carissa Brackbill, Aishat Collins, Brenda Dunham Ward, Tiffany Jarnagin, Crystal Morgan, Viviana Rodriquez, Heather Rollins, and Amy Schuyler.

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](http://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 education and career services departments. These activities are designed to promote community, school pride, and creativity and include fantasy make-up and nail competitions, spirit week, and job fairs. Additionally, students have an opportunity to participate in several cosmetology design teams.

## 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. Mark DeCola is the director of education and oversees the educational activities of all programs at the campus. Mr. DeCola holds a diploma in cosmetology from Arlington Academy in Illinois and a cosmetology license and a cosmetology instructor license from the State of Nevada. He has served as the director of education since November 2006. Prior to his current position, Mr. DeCola was a stylist, cosmetology instructor, and student engagement coordinator for 17 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. Classroom observations by the team confirmed that instructors' lessons plans target various learning styles. There was 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?

The campus keeps record of all in-service activities in a binder located in the director of education's office. Agendas and meeting minutes are stored together, along with a signature of all attendees.

There was evidence of assessment procedures taken for the purpose of setting priorities and making decisions to enhance faculty and student effectiveness. There was balanced representation of faculty and administration to discuss responsibilities, regulations, organizational matters, and technical resources. The team found evidence of faculty and administration support and consensus-based decision-making processes.

- 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:

The campus'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 curricula objectives and standards of the campus's academic offerings.

## 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 well-located in a moderately high-traffic strip mall on one of the main highways in Henderson. It occupies 16,000 square feet on one level facility with plenty of parking in the front of the building. There are an adequate number of reserved handicapped-parking spaces, based on the campus's square footage. The building is fully compliant with applicable provisions of the American with Disabilities Act. In addition to its fully equipped multiple classrooms/labs, the campus houses a full-service salon and spa, staffed by students under instructor supervision and open to the public. The campus is designed and approved to accommodate just over 200 students, although total current enrollment between day and night is 114 students.

- 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)?  
 The team reviewed the Euphoria Institute of Beauty Arts and Sciences 2013-2015 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 (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 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 (*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 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.

## 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 campus has the appropriate resources to continuously assess the library services and holdings. Mr. Mark DeCola, the director of education, has the responsibility of maintaining the on-site collection, training students and faculty on the collection. Mr. DeCola has completed the appropriate library training and is qualified to assist students with assessing library resources.

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 (*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 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 were 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 from the community come in for beauty services.

(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.

(b) What are this program's pass rates for the past three years?

Year: 2011      Pass Rate: 99.9 cosmetology and 99.9 aesthetics

Not Available

Year: 2012      Pass Rate: 95.24 cosmetology and 95.24 aesthetics

Not Available

Year: 2013      Pass Rate: 96.8 cosmetology and 96.88 aesthetics

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?

As the director of education since November 2006, Mr. Mark Decola oversees the educational activities of all programs at the campus. As stated earlier in this report, Mr. Decola has a diploma in cosmetology and both a cosmetology license and cosmetology instructor license from Nevada. For 17 years before assuming his current position, he worked as a stylist, cosmetology instructor, and student engagement coordinator.

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)

As noted in the team's response to Question 4.64, retention rates for these programs could not be verified with the back-up data provided by the campus. The cosmetology program had six duplicate names and the aesthetician program had four duplicates. Nevertheless, with the team's treating those duplicates as drops, the retention rate for each program remained significantly above the ACICS standard of 70 percent. The cosmetology retention rate would decrease from 90 percent to 84.8 percent and, for the aesthetician program, the rate would change from 88 percent to 81 percent.

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, thereby, 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?

The following number of calls was made to employers or graduates for the following programs:

Diploma in Cosmetology - 8

Diploma in Aesthetics - 9

How many calls to employers or graduates were successful?

The following number of calls, by program, was successful:

Diploma in Cosmetology - 8

Diploma in Aesthetics - 9

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 (*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)

### 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
- 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 diploma program in cosmetology and 6:1 in the diploma program in aesthetics.

9.32 Is the current student-teacher ratio reasonable for the mode of delivery and course content?

Yes  No

**RECOMMENDATIONS:**

During the team's interviews with them, students expressed strong concerns regarding the lead instructor's skill set. They felt that her sole strength is in hair weaving and, because of that limitation, they were not being taught the most current trends, including how to do gel nails. The team recommends that all instructors have proficient comprehension for the entire scope of cosmetology ranging from the basics to trends.

**SUMMARY**

The campus is not in compliance with the *Accreditation Criteria* in the following areas:

<u>Number</u>	<u>Section</u>	<u>Summary Statement</u>
1.	3-1-111	The CEP does not adequately address the baseline data, types of data used for assessment, or how the data will be used to improve the educational processes (p 4).
2.	3-1-303(e)	The campus does maintain consistent graduate transcripts in regard to clock hours completed (p 8).
3.	3-1-303 (a)	The team was unable to verify the retention rate as reported in the back-up data of the 2013 CAR (p 17).



## REEVALUATION VISIT REPORT

### EUPHORIA INSTITUTE OF BEAUTY ARTS & SCIENCES

11041 South Eastern Avenue, Suite 112

Henderson, NV 89052

ACICS ID Code: 00023089

Ms. Lu Suarez, Regional Campus President (lsuarez@euphoriainstitute.com)  
acicsgreenvalley@euphoriainstitute.com

### MAIN CAMPUS

Lincoln Technical Institute

Edison, NJ

ACICS ID Code: 00010950

June 17-18, 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	Dr. Hieu Jack Phan	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**

<b>CREDENTIAL EARNED</b> (As defined by the institution)	<b>ACICS CREDENTIAL</b> (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	<b>APPROVED PROGRAM TITLE</b>	<b>Clock Hrs.</b>	<b>Enroll: Full- time/ Part- time</b>	<b>CAR Retention &amp; Placement</b>			
					<b>2013</b>		<b>2012</b>	
					<b>Ret.</b>	<b>Pla.</b>	<b>Ret.</b>	<b>Pla.</b>
Diploma	Diploma	Aesthetics	900	0/37	0.00%	0.00%		
Diploma	Diploma	Cosmetology	1800	59/18	0.00%	0.00%		

**TOTAL  
ENROLLMENT**

## 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 about 120 students.

Ninety (90) 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 (52) 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 120) and their fairly close locations, this shared-administrators arrangement is manageable for the present.

## REPORT QUESTIONS

### 1. 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)

## 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. 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.

### 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?

As mentioned in Question 2.9, 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 10<sup>th</sup> grade of high school and must be able to achieve a grade level of 11<sup>th</sup> 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

#### **4. RELATIONS WITH STUDENTS FOR ALL PROGRAMS**

- 4.01 How many student files were reviewed during the evaluation?  
 The team 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 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*)

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

### 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 (*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.

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](http://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.

## 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?  
 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.

## **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 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.

**(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 aesthetician 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.

6.02 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 above 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

It should 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. While the team was on-site, all of those tables were replaced with new ones.

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)?

The team reviewed the Euphoria Institute of Beauty Arts and Sciences 2013-2015 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 (*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 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 (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 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.

## 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?

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 (*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 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 (*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)

#### 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 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 legs, bikini line, full bikini, hands, arms, armpits, lower belly and facial areas. Spa rooms that are too warm induce excess perspiration by both clients and students. Waxes do not adhere well to sweaty client bodies and poor wax adhesion results in inferior hair removal. Removal of the poorly adhered wax increases client discomfort. Additionally, clammy hands may affect students’ manipulation or handling of the spatulas they use.

- 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:

<u>Number</u>	<u>Section</u>	<u>Summary Statement</u>
<b>1.</b>	3-1-303(a)	Campus recordkeeping is inconsistent in regards to maintaining complete SLE exams on file for all students' admission (p 7).
<b>2.</b>	3-1-531(a)	The campus does not provide the appropriate instructional facilities in the aesthetics program (p 29).
<b>3.</b>	3-1-601	The campus facility equipment is not adequately installed to support the aesthetic program objectives (p 20).





## 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)

[acicssummerlin@euphoriainstitute.com](mailto:acicssummerlin@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**

<b>CREDENTIAL EARNED</b> (As defined by the institution)	<b>ACICS CREDENTIAL</b> (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	<b>APPROVED PROGRAM TITLE</b>	<b>Clock Hrs.</b>	<b>Enroll: Full- time/ Part- time</b>	<b>CAR Retention &amp; Placement</b>			
					<b>2013</b>		<b>2012</b>	
					<b>Ret.</b>	<b>Pla.</b>	<b>Ret.</b>	<b>Pla.</b>
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%
<b>TOTAL ENROLLMENT</b>				<b>126</b>				

## 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 about 120 students.

Ninety (90) 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 (52) 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 120) 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 mentioned in Question 2.9, 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 10<sup>th</sup> grade of high school and must be able to achieve a grade level of 11<sup>th</sup> 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*)
- 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

**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 (*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.  
 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](http://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 above 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 aesthetician 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 (*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 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 (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 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 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?  
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 (*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 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 (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)

### 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 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:

<u>Number</u>	<u>Section</u>	<u>Summary Statement</u>
<b>1.</b>	<b>3-1-303(a)</b>	The campus recordkeeping is inconsistent in regards to maintaining complete SLE exams on file for all students' admission (p 8).
<b>2.</b>	<b>3-1-531(a)</b>	The campus does not provide the appropriate instructional facilities in the aesthetics program (p 29).
<b>3.</b>	<b>3-1-601</b>	The campus facility equipment is not adequately installed to support the aesthetic program objectives (p 21).





## REEVALUATION VISIT REPORT

### EUPHORIA INSTITUTE OF BEAUTY ARTS & SCIENCES

9340 W. Sahara Avenue, Suite 205

Las Vegas, NV 89117

ACICS ID Code: 00023088

Ms. Lu Suarez, Regional Campus President (lsuarez@euphoriainstitute.com)  
acicsgreenvalley@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**

<b>CREDENTIAL EARNED</b> (As defined by the institution)	<b>ACICS CREDENTIAL</b> (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	<b>APPROVED PROGRAM TITLE</b>	<b>Clock Hrs.</b>	<b>Enroll: Full- time/ Part- time</b>	<b>CAR Retention &amp; Placement</b>			
					<b>2013</b>		<b>2012</b>	
					<b>Ret.</b>	<b>Pla.</b>	<b>Ret.</b>	<b>Pla.</b>
Diploma	Diploma	Aesthetics	900	0/37	0.00%	0.00%	92.8%	<b>63.5%</b>
Diploma	Diploma	Cosmetology	1800	59/18	0.00%	0.00%	80.3%	71.4%
<b>TOTAL ENROLLMENT</b>				114				

## INTRODUCTION

The Summerlin campus of Euphoria Institute of Beauty Arts & Sciences is located in a moderately high-traffic strip mall on one of the main highways in Las Vegas. It is a 19,000 square-foot, two-level facility with ample parking in the front of the building, with reserved handicapped-parking spaces. All areas of the campus comply with applicable provisions of the American with Disabilities Act. In addition to its fully equipped multiple classrooms/labs, the campus houses a full-service salon and spa, staffed by students under instructor supervision and open to the public. The campus is designed and approved to accommodate about 400 students, although total current enrollment between day and night is 120 students.

The student body consists primarily of females; males represent 3.2 percent of enrollment. Forty-four percent of the students are Caucasian; 22 percent are Hispanic; 9 percent are Black and 5 percent are Asian. The majority of students (52 percent) are between the ages of 18-24; 38 percent fall into the 25-39 percent range and 10 percent are age 40 or over.

Several key administrative positions at the campus are held by regional personnel: campus president, director of administrative services, and director of admissions and career services. Each of these individuals, whose titles include "regional" (eg., regional campus president), divide their time equally between the Henderson (Green Valley) campus and the Las Vegas (Summerlin) campus. Because both campuses are relatively small (114 and 134) and fairly close geographically, this arrangement is manageable for the present.

## REPORT QUESTIONS

### 1. 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.

To improve retention, the campus has created the position of early student engagement coordinator. This coordinator is responsible for tracking new students for the first 24 weeks of their programs to ensure that students receive the academic and student services support they may need to successfully complete their programs. The coordinator also follows up with any student who has had more than one absence to minimize future absences or to try to address risk factors that may result in drops.

Activities planned to improve placement include aggressive "recruitment" efforts to identify potential new employers and to bring potential employers to the campus to meet and interact with students. The range of activities to help students prepare for job-hunting is being expanded and the hours of the career services office have been extended on Mondays through Thursdays to better accommodate the needs of evening students and some Saturday hours have been added.

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)

## 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. 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.

### 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?

As mentioned in Question 2.9, 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
- 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 10<sup>th</sup> grade of high school and must be able to achieve a grade level of 11<sup>th</sup> 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



## REEVALUATION VISIT REPORT

### EUPHORIA INSTITUTE OF BEAUTY ARTS & SCIENCES

11041 South Eastern Avenue, Suite 112

Henderson, NV 89052

ACICS ID Code: 00023089

Ms. Lu Suarez, Regional Campus President (lsuarez@euphoriainstitute.com)  
acicsgreenvalley@euphoriainstitute.com

### MAIN CAMPUS

Lincoln Technical Institute

Edison, NJ

ACICS ID Code: 00010950

June 17-18, 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	Dr. Hieu Jack Phan	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**

<b>CREDENTIAL EARNED</b> (As defined by the institution)	<b>ACICS CREDENTIAL</b> (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's, Master's, or Doctoral)	<b>APPROVED PROGRAM TITLE</b>	<b>Clock Hrs.</b>	<b>Enroll: Full- time/ Part- time</b>	<b>CAR Retention &amp; Placement</b>			
					<b>2013</b>		<b>2012</b>	
					<b>Ret.</b>	<b>Pla.</b>	<b>Ret.</b>	<b>Pla.</b>
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%
<b>TOTAL ENROLLMENT</b>				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 about 120 students.

Ninety (90) 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 (52) 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 120) and their fairly close locations, this shared-administrators arrangement is manageable for the present.

## REPORT QUESTIONS

### 1. 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)

## 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. 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.

### 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?

As mentioned in Question 2.9, 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 10<sup>th</sup> grade of high school and must be able to achieve a grade level of 11<sup>th</sup> 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

#### **4. RELATIONS WITH STUDENTS FOR ALL PROGRAMS**

- 4.01 How many student files were reviewed during the evaluation?  
 The team 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 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*)

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

### 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 (*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.  
 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](http://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.

## 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?  
 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.

## **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 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.

**(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 aesthetician 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.

6.02 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 above 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

It should 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. While the team was on-site, all of those tables were replaced with new ones.

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)?

The team reviewed the Euphoria Institute of Beauty Arts and Sciences 2013-2015 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 (*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 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 (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 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.

## 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?

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 (*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 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 (*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)

#### 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 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 legs, bikini line, full bikini, hands, arms, armpits, lower belly and facial areas. Spa rooms that are too warm induce excess perspiration by both clients and students. Waxes do not adhere well to sweaty client bodies and poor wax adhesion results in inferior hair removal. Removal of the poorly adhered wax increases client discomfort. Additionally, clammy hands may affect students’ manipulation or handling of the spatulas they use.

- 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:

<u>Number</u>	<u>Section</u>	<u>Summary Statement</u>
<b>1.</b>	3-1-303(a)	Campus recordkeeping is inconsistent in regards to maintaining complete SLE exams on file for all students' admission (p 7).
<b>2.</b>	3-1-531(a)	The campus does not provide the appropriate instructional facilities in the aesthetics program (p 29).
<b>3.</b>	3-1-601	The campus facility equipment is not adequately installed to support the aesthetic program objectives (p 20).





## **QUALITY ASSURANCE MONITORING: READINESS REPORT**

### **Bachelor's Degree Information Systems and Cybersecurity**

**ITT Technical Institute**  
**2431 W. Aviation Avenue**  
**North Charleston, SC, 29406**  
**ACICS ID Code: 00033780**

Ms. Dawn Brandt, Director (dbrandt@itt-tech.edu)  
(Regulatory136@itt-tech.edu)

**MAIN**  
**ITT Technical Institute**  
**Indianapolis, IN 46268**  
**ACICS ID Code: 00016040**

January 21, 2015

**Projected Enrollment in the New Program During Its First Year of Operation: 25**

<b>Mr. Thomas A. Evans, D.B.A</b>	IT Specialist	St. Petersburg College	St. Petersburg, Florida
Ms. Frenika Rivers	Staff Representative	ACICS	Washington, DC

**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?

Dr. Bradley Wesner, was appointed as the dean to administer all academic programs. Dr. Wesner holds a doctorate degree in leisure studies from the University of Illinois; a master's degree in English from the University of Nebraska; a master's degree in divinity from Erskine Theological Seminary; a master's degree in Parks and Recreation from Western Illinois University; a master's degree in Christian education from Central Baptist Theological Seminary; and a bachelor's in education with a concentration in English from Central Missouri State University. Dr. Wesner has over 13 years experience as an educator and campus administration.

- 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?

Ms. Janice Prior was appointed as lead instructor of the information systems and cybersecurity program on September 16, 2014. Ms. Prior holds a master's degree in engineering from Southeastern Institute of Technology and bachelor's degree in electrical engineering from The University of Alabama. Ms. Prior hold SANS Institute certifications, GSLC, and GSEC Global Information Assurance Certifications (GIAC) for UNIX Security Administrator; Security Essentials; Security Leadership; Routers, Firewalls and Virtual Private Networking (VPN); Intrusion Analysis, and incident handling. She also received a certification from the United States Office of Personnel Management for Executive Leadership. Ms. Prior has over 20 years professional experience as a information security and cloud computing researcher and principal scientist for private industry and government organizations. She has two years of professional experience in higher education.

- 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 an externship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the 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?  
The campus currently is advertising for qualified faculty and are in the process of reviewing applicants for new adjunct instructor positions to teach in the Information Systems and Cybersecurity program.
- 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 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
- 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
- R.42 Are all general education courses appropriate for the program and do they meet Council standards?  
 Yes  No

- R.43 Are the courses that satisfy the concentration, general education, and upper division requirements identified in the catalog?  
 Yes  No
- 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)
- R.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No
- R.46 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 has not been received, however, the 2014 library budget \$4,754.00.
- R.64 What portion of the current year's library budget has been spent and how has the money been allocated?  
 100% of the 2014 budget was allocated for the virtual library. Print materials for the information systems and cybersecurity program were obtained from the 2013 budget.

#### **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 maintains EBSCOhost Online Research Databases which contain concentrations in both Business and Cybersecurity. These resources are used in concert with Proquest and many other generally-accepted resources, which are constantly updated with current peer-reviewed articles and publications. Print media resouces will be ordered upon request from faculty and students as appropriate.

R.70 Describe any full-text online collections available to students:

All EBSCOhost Online Research Databases, Proquest, and other databases contain full-text online collections of books, periodicals, and other peer-reviewed journal articles which are current and historical in nature.

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

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?

Ms. Kathryn Closter is the corporate librarian. She holds a master of library science degree from Indiana University and a bachelor of arts degree in zoology from Miami University. Ms. Closter is assisted locally by Ms. Ashley Marn. Ms. Marn holds an MBA from ITT Technical Institute, a bachelor's degree in management from the University of Pittsburgh and assists students 40 hours per week in the Learning Resource Center (LRC). The LRC is open Monday through Thursday from 8:00 a.m. to 9:00 p.m., Fridays from 8:00 a.m. to 6:00 p.m., and Saturdays from 8:00 a.m. to 2:00 p.m. Ms. Marn has a part-time assistant who ensures the LRC hours are fully covered both of whom have received training from Ms. Closter.

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**

Based on the team's review, there are no areas requiring additional information.



**QUALITY ASSURANCE MONITORING: READINESS REPORT**  
**Bachelor's Degree in Project Management and Administration**

**CAMPUS**

**ITT Technical Institute**  
**2431 W. Aviation Avenue**  
**North Charleston, SC 29406**  
**ACICS ID Code: 00033780**

Ms. Dawn Brandt, Director (dbrandt@itt-tech.edu)  
(Regulatory136@itt-tech.edu)

**MAIN**

**ITT Technical Institute**  
**9511 Angola Court**  
**Indianapolis, IN 46268**  
**ACICS ID Code: 00016040**

January 21, 2015

**Projected Enrollment in the New Program During Its First Year of Operation: 25**

Mr. Michael Bleacher	Project Management Specialist	Colorado Community Colleges	Denver, CO
Frenika Rivers	Staff Representative	ACICS	Washington, DC

**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?

Dr. Bradley Wesner, was appointed as the dean to administer all academic programs. Dr. Wesner holds a doctorate degree in leisure studies from the University of Illinois; a master's degree in English from the University of Nebraska; a master's degree in divinity from Erskine Theological Seminary; a master's degree in parks and recreation from Western Illinois University; a master's degree in Christian education from Central Baptist Theological Seminary; and a bachelor's in education with a concentration in English from Central Missouri State University. Dr. Wesner has over 13 years experience as an educator and campus administration.

- 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?

Dr. Stacy Truelove is the lead faculty member assigned to the program. She holds an master's degree from Central Michigan University in information resource management and a dual bachelor's degree from Park University in management and computer information systems, and an associate's from Arizona Western College in computer information systems. Dr. Truelove has extensive experience in the area of project management and has been in her current position since program inception.

- 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 an externship, does the campus have a written and mutually signed agreement that outlines the arrangement between the campus and the 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?  
 Their plan states "Current faculty... is adequate to maintaing the programs initially... New faculty will be added as need is proven."
- 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 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
- 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
- R.42 Are all general education courses appropriate for the program and do they meet Council standards?  
 Yes                       No
- R.43 Are the courses that satisfy the concentration, general education, and upper division requirements identified in the catalog?  
 Yes                       No
- 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)

R.45 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes  No

R.46 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 2015 budget has not been released. The 2014 budget was \$5382.

R.64 What portion of the current year's library budget has been spent and how has the money been allocated?

None of the 2015 budget has been spent. 100% of the 2014 budget was spent. \$4754 was spent on online resources described below, and \$628 was spent on print resources.

#### **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 maintains EBSCOhost Online Research Databases which contain concentrations in both Business and Cybersecurity. These resources are used in concert with Proquest and many other generally-accepted resources, which are constantly updated with current peer-reviewed articles and publications. Print media resources are ordered upon request from faculty and students as appropriate.

R.70 Describe any full-text online collections available to students:

All EBSCOhost Online Research Databases, Proquest, and other databases contain full-text online collections of books, periodicals, and other peer-reviewed journal articles which are both current and historical in nature.

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

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?

Ms. Kathryn Closter is the corporate librarian. She holds a master's degree in library science from Indiana University and a bachelor's degree in zoology from Miami University. Ms. Closter is assisted locally by Ms. Ashley Marn. Ms. Marn holds an MBA from ITT Technical Institute, a bachelor's degree in management from the University of Pittsburgh and assists students 40 hours per week in the Learning Resource Center (LRC). The LRC is open Monday through Thursday from 8:00 a.m. to 9:00 p.m., Fridays from 8:00 a.m. to 6:00 p.m., and Saturdays from 8:00 a.m. to 2:00 p.m. Ms. Marn has a part-time assistant who ensures the LRC hours are fully covered both of whom have received training from Ms. Closter.

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**

Based on the team's review, there are no areas requiring additional information.

---

**From:** Maurice Wadlington <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A485F246B6E74618A42FFBFF0566D503-MWADLINGTON>  
**Sent:** 6/2/2014 12:12:09 AM -0400  
**To:** Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcfb53b7514e-IHarazduk>  
**Subject:** FW: Edit of 00020950 SBC Atlanta  
**Attachments:** 00020950,Edit\_2,\_NG-Main.doc

I will get this fixed and send it back to you tomorrow. I think Mercedes just put that number of students for the programmatically accredited programs (Cardiovascular Sonography/Technology) in the wrong spot, she didn't put that the Advanced Massage program was a clock hour program, or that the two missing programs should have been quarter for the Cardiovascular Sonography program, quarter for the Advance Massage Therapy program. In regards to the massage program, it should actually read Advanced Massage Therapy. Also I will just add the program director( Ms. Bachelier) info to the program administration question in conjunction with the lead instructor Ms. Gillcrest for consistency.

Sorry for missing this..

Best regards,

Maurice Wadlington, M.Ed

Senior Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

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

[www.acics.org](http://www.acics.org) | 202.336.6779 - p | 202.842.2593 - f

| 202.421.5923 -c

CONFIDENTIALITY NOTICE:

This communication is only intended for the persons or entities to which it is addressed or copied and may contain information that is confidential and/or privileged in some way. Distribution or copying of this communication or the information contained herein is not expressly authorized. ACICS reserves the right to disclose this communication as required by law without the consent of the persons or entities to which this communication is addressed.

**From:** jjcaton@aol.com [mailto:jjcaton@aol.com]  
**Sent:** Sunday, June 01, 2014 11:18 PM  
**To:** Ian Harazduk; Visit Reports; Maurice Wadlington  
**Subject:** Edit of 00020950 SBC Atlanta

Please review the following:

- page 2: The certificate in cardiovascular technology has a footnote that there are no students in this program and there is not a program report for it, yet the table indicates there are 34 students enrolled.
- page 2: the chart indicates that some programs operate under semester hours and some quarter hours; however, there are two programs that do not indicate either one
- page 2: there is a program name discrepancy for certificate in massage therapy (9.02 on pages 30-31 has advanced massage therapy which is also repeated on page 35 and 40)
- the program report for massage therapy indicates that Kristen Gillcrest is the lead instructor for advanced massage therapy, but does not mention Nicole Bachelier as the program director as listed in 9.02 on pages 35 and 40.

Happy editing! Time to sleep - more tomorrow.

Joyce



## 2014-2015 Catalog Addendum

### Tuition and Fees

As of 02/16/2015 Start

Certificate in Le Cordon Bleu Culinary Arts Certificate in Le Cordon Bleu Patisserie and Baking	
Tuition	\$19,500.00
Application Fee (non-refundable)	\$50.00
Student Tuition Recovery Fund (STRF) (non-refundable)	\$0
<b>Total Cost</b>	<b>\$19,550.00</b>

Associate of Applied Science in Le Cordon Bleu Culinary Arts Associate of Applied Science in Le Cordon Bleu Patisserie and Baking	
Tuition	\$40,000
Application Fee (non-refundable)	\$50.00
Student Tuition Recovery Fund (STRF) (non-refundable)	\$0
<b>Total Cost</b>	<b>\$40,050</b>

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.

Tuition and Fees are also disclosed on Tuition and Fees Sheet published at:

[http://www.chefs.edu/Admissions/~media/LCB/Files/Docs-Resources/Sacramento\\_TuitionAndFees.ashx](http://www.chefs.edu/Admissions/~media/LCB/Files/Docs-Resources/Sacramento_TuitionAndFees.ashx)

YOU ARE RESPONSIBLE FOR THIS AMOUNT. IF YOU GET A STUDENT LOAN, YOU ARE RESPONSIBLE FOR REPAYING THE LOAN AMOUNT PLUS ANY INTEREST, LESS THE AMOUNT OF ANY REFUND. IF YOU HAVE RECEIVED FEDERAL STUDENT FINANCIAL AID FUNDS, YOU ARE ENTITLED TO A REFUND OF THE MONEY NOT PAID FROM THE FEDERAL STUDENT FINANCIAL AID PROGRAM FUNDS.

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

Le Cordon Bleu® and the Le Cordon Bleu logo are registered marks of Career Education Corporation in North America for educational services.

2450 Del Paso Road, Sacramento, CA 95834 – t: (916) 830-6220 f: (916) 285-9483

Page 1

[www.chefs.edu/sacramento](http://www.chefs.edu/sacramento)

ID#887- Publication Date 4/30/2015



## 2014-2015 Catalog Addendum

- 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 and 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 cost.
4. There was a material failure to comply with the Act of this Division within 30-days before the school closed or, if the material failure began earlier than 30 days prior to the closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on judgment against the institution for a violation of the Act.

No claim can be paid to any student without a social security number or taxpayer identification number.



## 2014-2015 Catalog Addendum

### Academic Calendar

As of 01/01/2015



## 2014-2015 Catalog Addendum

### 21 Month / 84 Week Programs

Associate of Applied Science Degree in Le Cordon Bleu Patisserie and Baking  
Associate of Applied Science Degree in Le Cordon Bleu Culinary Arts

Start Date	Anticipated Completion Date
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 Patisserie and Baking

Start Date	Anticipated Completion Date
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

**Note: All programs may not be offered on all dates listed above.**

## 2015 Academic Calendar

Module start date	Module end date
01/05/15	02/13/15
02/16/15	03/27/15
04/06/15	05/15/15
05/18/15	06/26/15
07/06/15	08/14/15
08/17/15	09/25/15
09/28/15	11/06/15
11/09/15	12/18/15

Classes are offered on days marked with an "x":						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	

## Observed Holidays-No Classes

Le Cordon Bleu® and the Le Cordon Bleu logo are registered marks of Career Education Corporation in North America for educational services.

2450 Del Paso Road, Sacramento, CA 95834 – t: (916) 830-6220 f: (916) 285-9483

[www.chefs.edu/sacramento](http://www.chefs.edu/sacramento)

Page 4

ID#887- Publication Date 4/30/2015



## 2014-2015 Catalog Addendum

<b>Holiday</b>	<b>Date(s) of Break: Classes Resume:</b>
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.

## Faculty and Staff

**Faculty** – as of 05/01/2015

Name	Discipline	Education & Professional Licensure/Certification	Full/Part Time
Alexander, Vincent	Culinary Arts	<ul style="list-style-type: none"> <li>Certificate, California Culinary Academy, Culinary Arts</li> </ul>	Full Time
Batista, Deanya	Culinary Arts	<ul style="list-style-type: none"> <li>BA, University of Washington, Psychology; History</li> </ul>	Full Time
Black, Chef Ted	Culinary Arts	<ul style="list-style-type: none"> <li>Certificate, Le Cordon Bleu College of Culinary Arts in San Francisco (formerly California Culinary Academy)</li> </ul>	Full time
Blecha, Shannon	General Ed	<ul style="list-style-type: none"> <li>MA, Augustine Institute in Denver, CO, Pastoral Theology</li> <li>BA, CSU Sacramento, CA, Liberal Studies</li> <li>AA, SCC, Sacramento, CA, Mathematics</li> </ul>	Part time
Caccia, Chef Bruno	Patisserie and Baking	<ul style="list-style-type: none"> <li>Record of Studies, Cenfutur, Peru, Culinary Arts</li> </ul>	Full time
Day-Murchison, Chef Adrian	Lead Instructor Culinary Arts	<ul style="list-style-type: none"> <li>BA, Le Cordon Bleu College of Culinary Arts in Scottsdale, Culinary Management</li> <li>AAS, Johnson and Wales University, Culinary Arts</li> </ul>	Full time
Devaney, Karen	General Ed	<ul style="list-style-type: none"> <li>MFA, National University, Creative Writing</li> <li>BFA, Sonoma State University, Theatre Arts</li> </ul>	Part time
Elsner, Chef Ted	Culinary Arts	<ul style="list-style-type: none"> <li>M. Ed, American Intercontinental University, Master of Education</li> <li>BA, Le Cordon Bleu College of Culinary Arts in Scottsdale, Culinary Management</li> <li>AOS, Le Cordon Bleu College of Culinary Arts in San Francisco (formerly California Culinary Academy)</li> </ul>	Full time
Euteneier, Jeff	Campus Director / Director of Education	<ul style="list-style-type: none"> <li>MBA, CTU, Project Management</li> <li>BS, CWU, Interdisciplinary Studies</li> <li>Certificate, Le Cordon Bleu College of Culinary Arts in Portland (formerly Western Culinary)</li> </ul>	Full time
Fisher, Ryana	General Ed	<ul style="list-style-type: none"> <li>MA, University of the Pacific, Educational Administration</li> <li>BA, California State University, Communication Studies</li> </ul>	Part time
Guazzo, Chef Eugene	Culinary Arts	<ul style="list-style-type: none"> <li>AOS, Culinary Institute of America, Culinary Arts</li> <li>BS, Salisbury University, Geography</li> </ul>	Full time
Halecky, Matt	Culinary Arts	<ul style="list-style-type: none"> <li>BPS, The Culinary Institute of America, Business Management; Culinary Arts</li> <li>AOS, The Culinary Institute of America, Culinary Arts</li> <li>AAS, San Joaquin Delta College, Culinary Arts</li> </ul>	Full Time
Hall, Chef John	Director of Career Services	<ul style="list-style-type: none"> <li>M.Ed, American InterContinental University</li> <li>BA, CSU Fresno, Liberal Studies,</li> <li>BA, CSU Sacramento, Humanities</li> </ul>	Full time
Jones, Carissa	Patisserie and Baking	<ul style="list-style-type: none"> <li>Certificate, Le Cordon Bleu College of Culinary Arts in San Francisco, Baking and Pastry</li> </ul>	Full time



## 2014-2015 Catalog Addendum

Name	Discipline	Education & Professional Licensure/Certification	Full/Part Time
Kaufman, Justin	Culinary Arts	<ul style="list-style-type: none"> <li>BA, Southern Illinois University, Hospitality and Tourism</li> <li>AAS, Joliet Junior College, Culinary Arts</li> </ul>	Full time
Meyers, Kelsay	General Ed	<ul style="list-style-type: none"> <li>MFA, Saint Mary's College of California, Creative Writing for Poetry</li> <li>MFA, Saint Mary's College of California, Creative Writing for Nonfiction</li> <li>BA, Kalamazoo College, English /Writing Emphasis</li> </ul>	Part time
Nelson, Chef Dave	Culinary Arts	<ul style="list-style-type: none"> <li>AOS, Culinary Institute of America, Culinary Arts</li> <li>AA, American River College, Food Service Management</li> </ul>	Full time
Parker, Loretta	General Ed	<ul style="list-style-type: none"> <li>MS, University of Phoenix, Counseling</li> <li>MA, University of Phoenix, Organizational Management</li> </ul>	Part Time
Rice, Chef Scot	Lead Instructor Patisserie and Baking	<ul style="list-style-type: none"> <li>Certificate, Culinary Institute of America, Baking and Pastry Arts</li> <li>BS, California State University at Sacramento, Career and Technical Studies</li> </ul>	Full time
Taylor, Michael	Culinary Arts	<ul style="list-style-type: none"> <li>Certificate, Le Cordon Bleu College of Culinary Arts in Portland (formerly Western Culinary)</li> <li>BS, California State University at Sacramento, Business Administration - Finance</li> </ul>	Full Time

### Staff - as of 6/21/13

Name	Position
Velazquez, Kimberly	Campus President
Euteneier, Chef Jeff	Campus Director of Education
Hall, Chef John	Campus Director of Career Services
Woods, Rebecca	Business Operations Manager
Tani, Sharon MLIS	Regional Librarian
Konshak, Amanda	Purchasing Coordinator
Adkins-Franks, Erinn	ADA/Section 504 Coordinator
Woods, Rebecca	Title IX Coordinator

## Catalog Revisions and Updates

Page #	Policy/Section	Effective Date
11	Executive Officers	4/1/2015

Catalog information is revised to read:

**The Executive Officers of Career Education Corporation**

Ron D. McCray,  
Interim 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	3/11/2015

**The current members of the CEC Board of Directors are:**

Ron D. McCray, Chairman

Louis E. Caldera

Dennis H. Chookaszian

David W. Devonshire

Patrick W. Gross

Greg L. Jackson

Thomas B. Lally

Leslie T. Thornton

Richard Wang

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.

Page #	Policy/Section	Effective Date
62	Financial Information	1/1/2015

Grants and scholarship information is revised as follows:

**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.

Le Cordon Bleu® and the Le Cordon Bleu logo are registered marks of Career Education Corporation in North America for educational services.



## 2014-2015 Catalog Addendum

### 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.

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.

### 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 re-entry process.

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.



## 2014-2015 Catalog Addendum

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.

### **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](http://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](http://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 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.

---

Le Cordon Bleu® and the Le Cordon Bleu logo are registered marks of Career Education Corporation in North America for educational services.



## 2014-2015 Catalog Addendum

### 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](http://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](http://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 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.

Le Cordon Bleu® and the Le Cordon Bleu logo are registered marks of Career Education Corporation in North America for educational services.

2450 Del Paso Road, Sacramento, CA 95834 – t: (916) 830-6220 f: (916) 285-9483

Page 11

[www.chefs.edu/sacramento](http://www.chefs.edu/sacramento)

ID#887- Publication Date 4/30/2015



## 2014-2015 Catalog Addendum

- 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 participants 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.

---

Le Cordon Bleu® and the Le Cordon Bleu logo are registered marks of Career Education Corporation in North America for educational services.

2450 Del Paso Road, Sacramento, CA 95834 – t: (916) 830-6220 f: (916) 285-9483

Page 12

[www.chefs.edu/sacramento](http://www.chefs.edu/sacramento)

ID#887- Publication Date 4/30/2015



## 2014-2015 Catalog Addendum

- 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](http://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](http://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 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.

Le Cordon Bleu® and the Le Cordon Bleu logo are registered marks of Career Education Corporation in North America for educational services.

2450 Del Paso Road, Sacramento, CA 95834 – t: (916) 830-6220 f: (916) 285-9483

[www.chefs.edu/sacramento](http://www.chefs.edu/sacramento)

Page 13

ID#887- Publication Date 4/30/2015



## 2014-2015 Catalog Addendum

### 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](http://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.
- 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.

Le Cordon Bleu® and the Le Cordon Bleu logo are registered marks of Career Education Corporation in North America for educational services.

2450 Del Paso Road, Sacramento, CA 95834 – t: (916) 830-6220 f: (916) 285-9483

Page 14

[www.chefs.edu/sacramento](http://www.chefs.edu/sacramento)

ID#887- Publication Date 4/30/2015

ED00032438



## 2014-2015 Catalog Addendum

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](http://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.

### **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.

---

Le Cordon Bleu® and the Le Cordon Bleu logo are registered marks of Career Education Corporation in North America for educational services.

2450 Del Paso Road, Sacramento, CA 95834 – t: (916) 830-6220 f: (916) 285-9483

Page 15

[www.chefs.edu/sacramento](http://www.chefs.edu/sacramento)

ID#887- Publication Date 4/30/2015



## 2014-2015 Catalog Addendum

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
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.

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.

Le Cordon Bleu® and the Le Cordon Bleu logo are registered marks of Career Education Corporation in North America for educational services.



## 2014-2015 Catalog Addendum

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.

### 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](http://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
- 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](http://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.

Le Cordon Bleu® and the Le Cordon Bleu logo are registered marks of Career Education Corporation in North America for educational services.



## 2014-2015 Catalog Addendum

**\*\*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](http://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
- 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
63	Le Cordon Bleu Scholarships	3/30/2015

Non-resident international students are not eligible.

Page #	Policy/Section	Effective Date
66	Veterans' Educational Benefits	08/28/2014

#### Add the following:

#### 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](http://www.gibill.va.gov)).
- Candidates must apply and be accepted for admission to Le Cordon Bleu College of Culinary Arts to be eligible.

Le Cordon Bleu® and the Le Cordon Bleu logo are registered marks of Career Education Corporation in North America for educational services.

2450 Del Paso Road, Sacramento, CA 95834 – t: (916) 830-6220 f: (916) 285-9483

Page 18

[www.chefs.edu/sacramento](http://www.chefs.edu/sacramento)

ID#887- Publication Date 4/30/2015

ED00032442



## 2014-2015 Catalog Addendum

- 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](http://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
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	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 Maximum Allowable Credits**

Certificate in Le Cordon Bleu Culinary Arts 79

Certificate 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
--------	----------------	----------------

*Le Cordon Bleu® and the Le Cordon Bleu logo are registered marks of Career Education Corporation in North America for educational services.*

2450 Del Paso Road, Sacramento, CA 95834 – t: (916) 830-6220 f: (916) 285-9483

Page 19

[www.chefs.edu/sacramento](http://www.chefs.edu/sacramento)

ID#887- Publication Date 4/30/2015



## 2014-2015 Catalog Addendum

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.

Page #	Policy/Section	Effective Date
79	Warning and Probationary Periods	May 2014 (Publication)

Replace the **WARNING AND PROBATIONARY PERIODS FOR STUDENTS RECEIVING/ NOT RECEIVING FINANCIAL AID** policy with the following:

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.

Page #	Policy/Section	Effective Date
80	Graduation Requirements	First full term following 1/1/15

Replace the Graduation Requirements with the following:

**Graduation Requirements:**

Le Cordon Bleu® and the Le Cordon Bleu logo are registered marks of Career Education Corporation in North America for educational services.

2450 Del Paso Road, Sacramento, CA 95834 – t: (916) 830-6220 f: (916) 285-9483

Page 20

[www.chefs.edu/sacramento](http://www.chefs.edu/sacramento)

ID#887- Publication Date 4/30/2015



## 2014-2015 Catalog Addendum

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 policy 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.
- 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

Le Cordon Bleu® and the Le Cordon Bleu logo are registered marks of Career Education Corporation in North America for educational services.

2450 Del Paso Road, Sacramento, CA 95834 – t: (916) 830-6220 f: (916) 285-9483

Page 21

[www.chefs.edu/sacramento](http://www.chefs.edu/sacramento)

ID#887- Publication Date 4/30/2015

ED00032445



## 2014-2015 Catalog Addendum

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 Certificate in Le Cordon Bleu Culinary Arts 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 Certificate in Le Cordon Bleu Patisserie and Baking 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



## 2014-2015 Catalog Addendum

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
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
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
LCBK252	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		



## 2014-2015 Catalog Addendum

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** -2/15/2014

**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 180 hours of progressive industry experience alongside school approved foodservice professionals.

**LCBC265** -2/15/2014

**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 180 hours of progressive industry experience alongside school approved foodservice professionals.

**LCBK260** -2/15/2014

**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 180 hours of progressive industry experience alongside school approved foodservice professionals.

**LCBK265** -2/15/2014

**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 180 hours of progressive industry experience alongside school approved foodservice professionals.



## 2014-2015 Catalog Addendum

**ORI101** – 2/15/2014

**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.



LE CORDON BLEU®

---

LE CORDON BLEU  
COLLEGE OF CULINARY ARTS

---

2014 - 2015 CATALOG

# LE CORDON BLEU CATALOG

2

## TABLE OF CONTENTS

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

© 2014 Le Cordon Bleu

### Le Cordon Bleu in North America

Message from the Master Chef 4

Le Cordon Bleu – an International Passport since 1895 5

### About Le Cordon Bleu

Message from the Presidents 6

Mission and Objectives 6

Integrity Statement 6

History 6

Faculty 7

Accreditation and Affiliations 7

ACCSC – Main Campuses 8

ACCSC – Branch Campuses 8

State Affiliations 9

Statement of Ownership 11

Executive Officers/Board of Directors (All Campuses) 11

### Program Offerings

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, and St. Louis 13

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, and St. Louis 14

Diploma Program in Le Cordon Bleu Culinary Arts – Offered at the Le Cordon Bleu Campuses In: Los Angeles, Miami, Orlando 15

Diploma Program in Le Cordon Bleu Pâtisserie and Baking – Offered at the Le Cordon Bleu campuses in: Los Angeles, Miami, Orlando 16

Associate of Occupational Science in Le Cordon Bleu Culinary Arts – Offered at the Le Cordon Bleu campus in: Atlanta 17

Associate of Occupational Science in Le Cordon Bleu Pâtisserie and Baking – Offered at the Le Cordon Bleu campus in: Atlanta 18

Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts – Offered at the Le Cordon Bleu campus in: Las Vegas 19

Associate of Occupational Science Degree in Le Cordon Bleu Pâtisserie and Baking – Offered at the Le Cordon Bleu campus in: Las Vegas 20

### Program Offerings

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts – Offered at the Le Cordon Bleu campus in: Los Angeles (Pasadena campus) 21

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking – Offered at the Le Cordon Bleu campus in: Los Angeles (Pasadena campus) 22

Associate in Science Degree in Le Cordon Bleu Culinary Arts – Offered at the Le Cordon Bleu campus in: Miami 23

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking – Offered at the Le Cordon Bleu campus in: Miami 24

Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts – Offered at the Le Cordon Bleu campus in: Minneapolis/St. Paul 25

Associate in Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking – Offered at the Le Cordon Bleu campus in: Minneapolis/St. Paul 26

Associate in Science Degree in Le Cordon Bleu Culinary Arts – Offered at the Le Cordon Bleu campus in: Orlando 27

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking – Offered at the Le Cordon Bleu campus in: Orlando 28

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts – Offered at the Le Cordon Bleu campus in: Portland 29

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking – Offered at the Le Cordon Bleu campus in: Portland 30

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts – Offered at the Le Cordon Bleu campus in: San Francisco 31

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking – Offered at the Le Cordon Bleu campus in: San Francisco 32

Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts – Offered at the Le Cordon Bleu campus in: Sacramento, Seattle, and St. Louis 33

Associate in Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking Arts – Offered at the Le Cordon Bleu campus in: Sacramento, Seattle, and St. Louis 34

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts – Offered at the Le Cordon Bleu campus in: Scottsdale 35

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking – Offered at the Le Cordon Bleu campus in: Scottsdale 36



## Program Offerings

Bachelor of Arts Degree in Le Cordon Bleu Culinary Management – Online This program is offered through the Scottsdale campus and is not offered in all states.	38
Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Operations This program is offered through the Scottsdale campus and is not offered in all states.	40
Associate of Occupational Studies Degree in Le Cordon Bleu Hospitality and Restaurant Management – Online This program is offered through the Scottsdale campus and is not offered in all states.	42

## Course Descriptions

Course Numbering System	44
-------------------------	----

## Admissions Information

Admissions Policy	56
Application Fee Waiver Policy	57
Proof of High School Graduation	57
Wonderlic Exam	57
Articulation Agreements	58
Criminal Conviction Policy	58
English Proficiency	58
Admissions Procedures for International Students	58
Non-Discrimination	58
Re-Entering Students	58
Policy on Forged/Altered Academic Documents from Foreign Institutions	59

## Financial Information

Financial Assistance	60
How to Apply	60
Disbursement of Title IV Credit Balance (Books)	60
Financial Aid Programs	60
Loans	60
State Grants/State Scholarships	61
Bleu Grant	62
Completion Grant	63
Le Cordon Bleu Scholarships	63
Scholarship Awards	64
Le Cordon Bleu Military Grant	65

## Financial Information

Le Cordon Bleu Veteran Grant	65
Le Cordon Bleu Veteran Spouses Grant	66
Veterans' Educational Benefits	66
Careers Through Culinary Arts Programs (C-CAP)	66
Competitions Scholarships	66
Le Cordon Bleu College of Culinary Arts in Scottsdale Tribal Funding	69
Cancellation Policies	69
Refund Policies	69
Return of Title IV Funds	73
Withdrawal Date	73
Student Tuition Recovery Fund (STRF) Disclosures	74

## Academic Information

Definition of a Grading Period	75
Unit of Credit	75
Definition of a Credit Hour	75
Enrollment Status	75
Transfer of Credit to Le Cordon Bleu	75
Transfer of Credit to Other Schools	75
Residency	76
Attendance	76
Grading System	77
Application of Grades and Credits	77
Proficiency Credit	78
Auditing a Course	78
Non-Degree Seeking Students	78
Standards of Satisfactory Academic Progress (SAP)	78
Cumulative Grade Point Average (CPGA) Requirements	78
Rate of Progress (ROP) Toward Completion Requirements	79
Maximum Time in Which to Complete	79
How Transfer Credit and Change of Program Affect SAP	79
Warning and Probationary Periods for Students Receiving/Not Receiving Financial Aid	79
Appeal	80
Reinstatement	80
Add/Drop Period	80

## Academic Information

Online Programs	80
Graduation Requirements	80
Graduation Documents	81
Leave of Absence	81

## Student Services Information

Academic Assistance	83
Career Services	83
Employment Disclosure (Only for Schools with Spanish-Speaking Programs)	83
Background Checks	83
Plans to Improve Academic Programs	83
Cybrary/Library Information	83
Student Services	84
Housing and Transportation	84
Student Orientation	84
Student Portal	85
Student Record Retention	85
Transcripts	85
Uniform Policy	85

## General Information

Campus Security	86
Conduct Policy	86
Code of Conduct	86
Drug-Free Environment	87
Facility Information	87
Hours of Operation, Instructional Hours & Class Scheduling	89
Class Size	89
School Closing Information – General Information	89
Grievance Policy	89
General	90
Family Educational Rights and Privacy Act Notice	91
Reasonable Accommodations Policy – Individuals with Disabilities	93
School Policies	93
Responsibility for Personal Property	93
Termination Policy	93
Unlawful Harassment Policy	93
Catalog Addendum	93

# LE CORDON BLEU CATALOG

4

## 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.

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.



# LE CORDON BLEU CATALOG

6

## ABOUT LE CORDON BLEU

### MESSAGE FROM THE PRESIDENTS

Imagine yourself working in the culinary or hospitality industry; an industry characterized by passion, creativity, drive and determination. Now, don't just imagine it. Make it a reality with Le Cordon Bleu training at Le Cordon Bleu College of Culinary Arts, where the classic culinary curriculum of Le Cordon Bleu is combined with modern American technology and training.

At Le Cordon Bleu, you will train in our facility with experienced and supportive chef instructors, faculty, and staff. Our broad and challenging hands-on curriculum draws on Le Cordon Bleu's century-old tradition of immersion in the culinary and hospitality world and instruction that emphasizes demonstration followed by practical application. By studying this curriculum, you will have the opportunity to learn the skills you need effectively and efficiently, so that when you complete the program, you will be prepared to pursue a career in the culinary or hospitality industries. You will find that our dedicated Career Services department will be an invaluable aid for your search to find career opportunities. To put it simply, our only purpose is to help you reach your career goals. We are a student-centered institution, and we are very proud of that commitment. I hope you will join us at Le Cordon Bleu College of Culinary Arts. Together, we can work toward fulfilling your goal of joining the culinary or hospitality industry.

### MISSION AND OBJECTIVES

Le Cordon Bleu Colleges of Culinary Arts are institutions of higher learning for students who share a passion for the culinary and hospitality arts. We are dedicated to providing quality career education that integrates the classic culinary curriculum of Le Cordon Bleu in combination with modern technology and innovation in global cuisine.

### Objectives:

- To provide a creative and supportive community guided by knowledgeable chef instructors, faculty and staff; a community where you can immerse yourself in the culinary or hospitality arts in order to develop skills by watching chef demonstrations and then performing the same tasks yourself.
- To provide you the opportunity to spend time in industry-equipped kitchens working alongside chef instructors and learning the skills necessary to explore your passion and pursue your goal of a career in the culinary or hospitality industry.
- To introduce you to various techniques and expose you to the preparation of international cuisine throughout your training.
- To provide you the theoretical foundation and technical skills that can be applied to the preparation of many cuisines.
- To offer a dedicated Career Services department to assist you and support you in your career aspiration to help you achieve your goal of a career in the culinary or hospitality industries.

### INTEGRITY STATEMENT

Academic integrity is a basic guiding principle for all educational activities at Le Cordon Bleu College of Culinary Arts and all members of the community are expected to adhere to this principle. Specifically, academic integrity is the pursuit of educational activity in an open, honest, and responsible manner. It includes a commitment not to engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts violate the fundamental ethical principles of the Le Cordon Bleu College of Culinary Arts community and the American Culinary Federation's Culinarian's Code and undermine the efforts of others.

Honor and integrity are essential ingredients of our academic programs. We will be guided by the quest for truth. We maintain that trust fosters a free exchange of ideas. We respect each individual's ideas and opinions and endeavor to foster an atmosphere of fairness, equality, and responsibility.

### HISTORY

#### (ACCSC Accredited Campuses)

#### Le Cordon Bleu College of Culinary Arts in Las Vegas

Le Cordon Bleu College of Culinary Arts in Las Vegas was established in January, 2003 to bring a renowned culinary curriculum to the Las Vegas area, a city with a booming culinary and hospitality industry. The College's association with Le Cordon Bleu represents a union of one of the finest in European and North American culinary arts training programs available today, resulting in a world-class institution as well as a comprehensive, challenging and hands-on education.

#### Le Cordon Bleu College of Culinary Arts in Miami

Le Cordon Bleu College of Culinary Arts in Miami was established in September 2003 to bring Le Cordon Bleu Culinary Arts program to the Miami/Fort Lauderdale area. The first students began classes in May 2004. The College's association with Le Cordon Bleu Culinary Arts Paris represents a union of the finest in European and North American culinary arts training programs available today, resulting in an innovative institution as well as a comprehensive, challenging and hands-on education. In January 2010, the college changed its name to Le Cordon Bleu College of Culinary Arts.

#### Le Cordon Bleu College of Culinary Arts in San Francisco

At Le Cordon Bleu College of Culinary Arts in San Francisco, we've been creating culinary excellence for over 30 years. One of the West's first culinary arts schools, we've been



committed to providing high standards of culinary and pâtisserie arts training since 1977. Our Le Cordon Bleu culinary programs are designed to help students pursue their passions and prepare for professional careers in the culinary, pâtisserie and baking, and restaurant industry.

#### **Le Cordon Bleu College of Culinary Arts in Scottsdale**

Le Cordon Bleu College of Culinary Arts, formerly known as Scottsdale Culinary Institute, created through the vision of Elizabeth Sherman Leite in 1986, combined her educational background, experience, and zeal for properly prepared cuisine.

Le Cordon Bleu College of Culinary Arts rapidly built an international reputation of excellence drawing students from throughout the United States and around the world. In 1998, Le Cordon Bleu College of Culinary Arts proudly joined the Career Education Corporation (CEC) family, building a network of career schools internationally recognized for the quality of education and ability to place graduating students in positions within their chosen fields. In 1999, Le Cordon Bleu arrived in the United States. Its partnership with Le Cordon Bleu College of Culinary Arts combines classical French techniques with modern American technology. This union ushered in a new era of culinary arts in the world.

#### **FACULTY**

Our faculty members are the keystone of Le Cordon Bleu College of Culinary Arts' quality. Members of the faculty bring industry or professional experience to the classroom. Through our faculty's guidance and instruction, you will be introduced to theoretical, practical and creative applications that will help you succeed in the culinary or hospitality industry.

Le Cordon Bleu College of Culinary Arts faculty members are dedicated to academic achievement, professional education, individual attention, and to helping you prepare for your chosen career and reach your potential. In essence, they practice what they

teach. A listing of our faculty may be found in the addendum to this catalog.

#### **ACCREDITATION AND AFFILIATIONS**

##### **ACICS**

Accredited by the Accrediting Council for Independent Colleges and Schools to award Certificates, Diplomas, Associate Degrees and Bachelor's Degrees.

Accrediting Council for Independent Colleges and Schools

750 First Street, NE Suite  
980 Washington, DC 20002-4241  
(202) 336-6780

The Accrediting Council for Independent Colleges and Schools is listed as a nationally recognized accrediting agency by the United States Department of Education and is recognized by the Council for Higher Education Accreditation.

##### **Le Cordon Bleu College of Culinary Arts in Atlanta**

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

##### **Le Cordon Bleu College of Culinary Arts in Las Vegas**

Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

##### **Le Cordon Bleu College of Culinary Arts in Los Angeles**

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

##### **Le Cordon Bleu College of Culinary Arts in Miami**

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

##### **Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul**

Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts

Associate in Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

##### **Le Cordon Bleu College of Culinary Arts in Orlando**

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

##### **Le Cordon Bleu College of Culinary Arts in Portland**

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

# LE CORDON BLEU CATALOG

8

## **Le Cordon Bleu College of Culinary Arts in Sacramento**

Associate of Applied Science Degree  
in Le Cordon Bleu Culinary Arts

Associate of Applied Science Degree  
in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu  
Pâtisserie and Baking

## **Le Cordon Bleu College of Culinary Arts in San Francisco**

Associate of Occupational Studies Degree  
in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree  
in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu  
Pâtisserie and Baking

## **Le Cordon Bleu College of Culinary Arts in Scottsdale**

Bachelor of Arts Degree in Le Cordon Bleu  
Culinary Management

Associate of Occupational Studies Degree  
in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree  
in Pâtisserie and Baking

Associate of Occupational Studies Degree  
in Le Cordon Bleu Culinary Operations

Associate of Occupational Studies Degree  
in Le Cordon Bleu Hospitality & Restaurant  
Management

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu  
Pâtisserie and Baking

## **Le Cordon Bleu College of Culinary Arts in Seattle**

Associate of Applied Science Degree  
in Le Cordon Bleu Culinary Arts

Associate of Applied Science Degree  
in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu  
Pâtisserie and Baking

## **Le Cordon Bleu College of Culinary Arts in St. Louis**

Associate of Applied Science Degree  
in Le Cordon Bleu Culinary Arts

Associate of Applied Science Degree  
in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu  
Pâtisserie and Baking

## **ACCSC – MAIN CAMPUSES**

### **Le Cordon Bleu College of Culinary Arts in San Francisco and Scottsdale**

Accredited by the Accrediting Commission of  
Career Schools and Colleges (ACCSC).

Accrediting Commission of Career Schools  
and Colleges

2101 Wilson Blvd. , Suite 302

Arlington, VA 2220

(703) 247-4212

The Accrediting Commission of Career Schools  
and Colleges is listed by the U.S. Department  
of Education as a nationally recognized  
accrediting agency.

## **ACCSC – BRANCH CAMPUSES**

### **Le Cordon Bleu College of Culinary Arts in Las Vegas**

Accredited by the Accrediting Commission  
of Career Schools and Colleges (ACCSC) as a  
branch location of Le Cordon Bleu College of  
Culinary Arts in Scottsdale, AZ.

## **Le Cordon Bleu College of Culinary Arts in Miami**

Accredited by the Accrediting Commission  
of Career Schools and Colleges (ACCSC) as a  
branch location of Le Cordon Bleu College of  
Culinary Arts in Scottsdale, AZ.

Le Cordon Bleu College of Culinary Arts Inc., a  
Private Two-Year College in Cambridge, MA is  
also accredited by the Accrediting Commission  
of Career Schools and Colleges (ACCSC) as a  
branch location of Le Cordon Bleu College of  
Culinary Arts in Scottsdale, AZ.

## **ACFEFAC**

Programmatically accredited by the American  
Culinary Federation Education Foundation  
Accrediting Commission.

American Culinary Federation Education  
Foundation Accrediting Commission

180 Center Place Way

St. Augustine, FL 32095

Phone: (904) 824-4468

[www.acfchefs.org](http://www.acfchefs.org)

Accreditation by American Culinary  
Federation Education Foundation Accrediting  
Commission (ACFEFAC) assures that a program  
is meeting at least a minimum of standards  
and competencies set for faculty, curriculum  
and student services.

## **Le Cordon Bleu College of Culinary Arts in Atlanta**

Associate of Occupational Studies Degree  
in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree  
in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu  
Pâtisserie and Baking

## **Le Cordon Bleu College of Culinary Arts in Las Vegas**

Associate of Occupational Science Degree  
in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu  
Pâtisserie and Baking



### **Le Cordon Bleu College of Culinary Arts in Los Angeles**

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

### **Le Cordon Bleu College of Culinary Arts in Miami**

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Culinary Arts

### **Le Cordon Bleu College of Culinary Arts in Minneapolis/St. Paul**

Associate in Applied Science Degree in Le Cordon Bleu Culinary Arts

Associate in Applied Science Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

### **Le Cordon Bleu College of Culinary Arts in Orlando**

Associate in Science Degree in Le Cordon Bleu Culinary Arts

Associate in Science Degree in Le Cordon Bleu Pâtisserie and Baking

Diploma in Le Cordon Bleu Culinary Arts

Diploma in Le Cordon Bleu Pâtisserie and Baking

### **Le Cordon Bleu College of Culinary Arts in Portland**

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie & Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

### **Le Cordon Bleu College of Culinary Arts in San Francisco**

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Culinary Arts

### **Le Cordon Bleu College of Culinary Arts in Scottsdale**

Associate of Occupational Studies Degree in Le Cordon Bleu Culinary Arts

Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking

Certificate in Le Cordon Bleu Culinary Arts

Certificate in Le Cordon Bleu Pâtisserie and Baking

### **Le Cordon Bleu College of Culinary Arts in Seattle**

Certificate in Le Cordon Bleu Pâtisserie and Baking

### **Le Cordon Bleu College of Culinary Arts in St. Louis**

Certificate in Le Cordon Bleu Pâtisserie and Baking

## **STATE AFFILIATIONS**

### **Le Cordon Bleu College of Culinary Arts in Atlanta**

Le Cordon Bleu College of Culinary Arts is authorized by:

Nonpublic Postsecondary Education Commission (NPEC)

2082 East Exchange Place, Suite 220

Tucker, GA 30084

(770) 414-3300

to operate in Georgia and is approved by the U.S. Department of Education to participate in Title IV financial aid programs.

### **Le Cordon Bleu College of Culinary Arts in Las Vegas**

Le Cordon Bleu College of Culinary Arts is licensed to operate by the Commission on Postsecondary Education in the State of Nevada.

### **Le Cordon Bleu College of Culinary Arts in Los Angeles, Sacramento, and San Francisco**

Le Cordon Bleu College of Culinary Arts in Los Angeles, Le Cordon Bleu College of Culinary Arts in Sacramento and Le Cordon Bleu College of Culinary Arts in San Francisco are private institutions and have approval to operate in the State of California based on provisions of the California Private Postsecondary Education Act (CPPEA) of 2009, which is effective January 1, 2010.

The Act is administered by the Bureau for Private Postsecondary Education, under the Department of Consumer Affairs. The Bureau can be reached at:

P.O. Box 98081

Sacramento, CA 95798-0818

Phone: (888) 370-7589

[www.bppe.ca.gov](http://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](http://www.bppe.ca.gov)

Phone: (888) 370-7589

Fax (916) 263-1897

# LE CORDON BLEU CATALOG

10

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](http://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](http://wtb.wa.gov)  
Phone: (360) 753-5662  
E-Mail: [wtecb@wtb.wa.gov](mailto: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 98504-4343

## **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/](http://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](http://wtb.wa.gov)  
Phone: (360) 753-5662  
E-Mail: [wtecb@wtb.wa.gov](mailto: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

# LE CORDON BLEU CATALOG

12

## 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**

# LE CORDON BLEU CATALOG

14

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
<b>Total Quarter Credits Required for Graduation</b>		<b>55.0</b>

\*\* LCBC153 is offered at the Los Angeles campus.

# LE CORDON BLEU CATALOG

16

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

18

ASSOCIATE OF OCCUPATIONAL SCIENCE IN

## Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:  
**Atlanta**

The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Science degree. The program consists of pâtisserie and baking laboratory, restaurant management and general education courses.

### Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the food service industry in any of a multitude of positions. A student transferring from any Le Cordon Bleu College of Culinary Arts campus who has earned a grade below 2.0 in any course will need to retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Science Degree in Le Cordon Bleu Pâtisserie and Baking program. All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education.

### Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula and Assembly	7.0
LCBK212	Advanced Pâtisserie and Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

**Total Required Core Curriculum Credits 75.0**

### General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
CST1050	Speech	5.0
ENG132	English Composition	5.0
HUM1101	Culinary History	5.0
MAT1150	College Math	5.0
PSY2101	Introduction to Psychology	5.0
SCI1200	Food Science and Safety	3.0
SCI1230	Nutrition	3.0

**Total Required General Education Credits 31.0**

**Total Quarter Credits Required for Graduation 106.0**



ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE IN

## Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:  
Las Vegas

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter-credit culinary arts training program leading to an Associate of Occupational Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

### Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program, the graduate should have the work force skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of "chef" generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become Chefs upon graduation but are encouraged to work toward becoming a Chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Science Degree in Le Cordon Bleu Culinary Arts program. All other required program courses must be completed with a cumulative grade point average (CGPA) of 2.0 or higher prior to taking either of the externship courses unless permission is granted by the Director of Education. ED00032470

### 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

20

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

22

ASSOCIATE OF OCCUPATIONAL STUDIES DEGREE IN

## Le Cordon Bleu Pâtisserie and Baking

Offered at the Le Cordon Bleu campus in:  
Los Angeles (Pasadena campus)

The Le Cordon Bleu The Le Cordon Bleu Pâtisserie and Baking program is a 21 month, 1510 contact hour, 106 quarter credit culinary arts training program leading to an Associate of Occupational Studies degree. The program consists of pâtisserie and baking laboratory, restaurant management, and general education courses.

### Program outcomes include:

- Demonstrate professional-level pâtisserie and baking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Exhibit college-level reasoning skills.
- Apply basic management principles to the demands of a hospitality business.

Upon completion of this program, a graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Pastry Assistant, Bakery Assistant, Baker, Assistant Pastry Cook, Pastry Cook, Bread Baker, and Cake Decorator. The various titles of "pastry chef" generally apply to more advanced roles in a professional kitchen (for example Pastry Sous Chef, Executive Pastry Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today's highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate of Occupational Studies Degree in Le Cordon Bleu Pâtisserie and Baking program. There is no cumulative exam required at the end of the program.

### Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC135	Nutrition	3.0
LCBC205	Food in History	5.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBK102	Introduction to Pâtisserie and Baking Techniques	7.0
LCBK112	Baking Principles and Viennoiserie	7.0
LCBK122	International Pâtisserie, Cake Formula, and Assembly	7.0
LCBK212	Advanced Pâtisserie & Chocolate Techniques	8.0
LCBK222	Centerpiece and Cake Decoration Techniques	7.0
LCBK232	Advanced Showpiece and Confectionary Techniques	7.0
LCBK250	Externship I	6.0
LCBK255	Externship II	6.0

**Total Required Core Curriculum Credits** **86.0**

### General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
GEN112	Fundamentals of Speech	5.0
GEN122	Applied Math	5.0
GEN132	English Composition	5.0
GEN142	Introduction to Psychology	5.0

**Total Required General Education Credits** **20.0**

**Total Quarter Credits Required for Graduation** **106.0**



ASSOCIATE IN SCIENCE DEGREE IN

## Le Cordon Bleu Culinary Arts

Offered at the Le Cordon Bleu campus in:  
**Miami**

The Le Cordon Bleu Culinary Arts program is a 21 month, 1550 contact hour, 107 quarter credit culinary arts training program leading to an Associate in Science degree. The program consists of culinary laboratory, restaurant management and general education courses.

### Program outcomes include:

- Demonstrate professional-level cooking techniques.
- Demonstrate sanitation principles as they apply to the professional kitchen.
- Demonstrate professionalism appropriate to the hospitality industry.
- Apply basic management principles to the demands of a hospitality business.
- Exhibit college-level reasoning skills.

Upon completion of the program the graduate should have the workforce skills appropriate for entry level positions in the culinary and/or hospitality industries. Examples of some job titles for graduates include Cook, Line Cook, Catering Assistant, Banquet Cook, Garde Manger, Roundsman and Prep Cook. The various titles of “chef” generally apply to more advanced roles in a professional kitchen (for example, Sous Chef, Executive Chef). Graduates should not expect to become chefs upon graduation but are encouraged to work toward becoming a chef through the course of their careers. The jobs mentioned are examples of certain potential jobs, not a representation that these outcomes are more probable than others. Le Cordon Bleu cannot guarantee employment or salary.

A general education is an important aspect of higher learning and a valuable asset in today’s highly competitive world. General education coursework is designed to ensure that students have the cognitive abilities crucial to their success in the workplace. The program was designed to represent a complete, well rounded curriculum that provides a foundation for students to enter the foodservice industry in any of a multitude of positions. Prior to starting an externship, a student must have a cumulative grade point average (CGPA) of 2.0 or better. A student transferring from any Le Cordon Bleu College of Culinary Arts who has earned a grade below 2.0 in any course will need to be retake that course, or an equivalent course, earning a course grade of 2.0 or higher prior to enrollment into the Associate in Science Degree in Le Cordon Bleu Culinary Arts program.

### Core Curriculum Requirements

COURSE CODE	COURSE TITLE	CREDITS
LCBC100	College Success and Career Portfolio	1.0
LCBC105	Food Safety and Sanitation	3.0
LCBC110	Culinary Foundations I	4.0
LCBC122	Culinary Foundations II	7.0
LCBC125	Cost Control and Purchasing	3.0
LCBC132	Culinary Foundations III	7.0
LCBC135	Nutrition	3.0
LCBC152	Baking and Pastry	7.0
LCBC212	Cuisine Across Cultures	8.0
LCBC215	Hospitality Supervision and Entrepreneurship	5.0
LCBC222	Catering and Buffets	7.0
LCBC225	Wine and Beverage	3.0
LCBC232	Contemporary Cuisine	4.0
LCBC240	Restaurant Rotation	8.0
LCBC250	Externship I	6.0
LCBC255	Externship II	6.0

**Total Required Core Curriculum Credits 82.0**

### General Education Requirements

COURSE CODE	COURSE TITLE	CREDITS
ENC1101	English Composition	5.0
LAH2020	History of Latin America	5.0
MAC1105	College Mathematics	5.0
SPC2600	Public Speaking	5.0
SYG2600	Cultural Diversity	5.0

**Total Required General Education Credits 25.0**

**Total Quarter Credits Required for Graduation 107.0**

# LE CORDON BLEU CATALOG

24

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

26

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

28

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

30

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

32

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**

# LE CORDON BLEU CATALOG

34

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

36

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**



Page intentionally left blank.

# LE CORDON BLEU CATALOG

38

## BACHELOR OF ARTS DEGREE 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, 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.

- 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
<b>Total Required Core Curriculum Credits</b>		<b>45.0</b>

### 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
<b>Total Required General Education Credits</b>		<b>45.0</b>
<b>Total Required Associate Degree Transfer Credits</b>		<b>90.0</b>
<b>Total Quarter Credits Required for Graduation</b>		<b>180.0</b>

# LE CORDON BLEU CATALOG

40

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
<b>Total Required Core Curriculum Credits</b>		<b>74.0</b>

### 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
<b>Total Required General Education Credits</b>		<b>25.0</b>
<b>Total Quarter Credits Required for Graduation</b>		<b>99.0</b>

# LE CORDON BLEU CATALOG

42

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
<b>Total Required Core Curriculum Credits</b>		<b>70.0</b>

### 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
<b>Total Required General Education Credits</b>		<b>25.0</b>
<b>Total Quarter Credits Required for Graduation</b>		<b>95.0</b>

# LE CORDON BLEU CATALOG

44

## 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.

# LE CORDON BLEU CATALOG

46

## **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.

# LE CORDON BLEU CATALOG

48

## **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.

# LE CORDON BLEU CATALOG

50

## **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.

# LE CORDON BLEU CATALOG

52

## **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.

# LE CORDON BLEU CATALOG

54

## 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.

# LE CORDON BLEU CATALOG

56

## 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

# LE CORDON BLEU CATALOG

58

of their transcripts, will be exempt from taking the Wonderlic® exam. Those applying to an associate degree program, who have earned a bachelor degree or higher from an accredited institution recognized by the U.S. Department of Education and have provided official copies of transcripts, will be exempt from taking the Wonderlic® exam. International students are exempt from taking the Wonderlic® Exam

## ARTICULATION AGREEMENTS

### For the Le Cordon Bleu College of Culinary Arts campuses in Los Angeles and San Francisco

An Articulation Agreement exists between these campuses and Le Cordon Bleu College of Culinary Arts in Scottsdale. This agreement is a collaboration between the Associate of Occupational Studies Degree in Culinary Arts offered by Le Cordon Bleu College of Culinary Arts in Los Angeles and San Francisco into the Bachelor of Arts in Le Cordon Bleu Culinary Management at Le Cordon Bleu College of Culinary Arts in Scottsdale.

### Le Cordon Bleu College of Culinary Arts in Sacramento

Le Cordon Bleu College of Culinary Arts in Sacramento has not entered into an articulation or transfer agreement with any other college or university.

### All Other Campuses

Details pertaining to Articulation Agreements for all other campus locations are located on the Le Cordon Bleu website.

## CRIMINAL CONVICTION POLICY

In an effort to maintain a safe educational and working environment for students and staff, Le Cordon Bleu College of Culinary Arts does not accept applicants who are known to have certain types of criminal convictions in their backgrounds. Admitted students who are discovered to have misrepresented their criminal conviction history to Le Cordon Bleu College of Culinary Arts are subject to immediate dismissal. Similarly, students who commit certain types of crimes

while enrolled are subject to immediate dismissal. As such, students convicted of any criminal offense while enrolled must report that conviction to the school within ten (10) days of receiving the conviction. Students who fail to report a criminal conviction while enrolled are subject to immediate dismissal. Le Cordon Bleu College of Culinary Arts reserves the right to conduct criminal background checks on applicants and students in circumstances deemed appropriate.

## ENGLISH PROFICIENCY

Le Cordon Bleu College of Culinary Arts does not provide English-as-a-second language instruction. Students are required to speak English in classes that are taught in English. Students whose native language is not English are required to provide proof of English proficiency by one of the following:

- Test of English as a Foreign Language (TOEFL) with an Internet-Based Test (iBT) score of 61 or higher, Paper-Based Test score of 500 or higher, or Computer- Based Test (CBT) score of 173.
- Advance Placement International English Language (APIEL) with a score of 173 or higher.
- International English Language Testing System (IELTS) with a level of 6 or higher.
- A grade of C or better in an intermediate ESL course.
- Graduation from an English-speaking secondary institution.
- Evidence of having completed 12 semester hours or 18 quarter hours with at least a 'C' (70%) average at an accredited postsecondary institution in which English was the language of instruction.

Students or Graduates who have been previously enrolled in a Le Cordon Bleu Spanish program who chose to transfer to a non-Spanish program will need to meet the English Proficiency requirements.

## ADMISSIONS PROCEDURES FOR INTERNATIONAL STUDENTS

### For the Le Cordon Bleu campuses in: Atlanta, Las Vegas, Los Angeles, Miami, Minneapolis/St. Paul, Orlando, Portland, San Francisco and Scottsdale

International students who are eligible for the issuance of an I-20 may enroll directly into an Associate degree at the Non-Resident tuition and fee level. International students are exempt from taking the Wonderlic® Exam. No English language services are provided by the school. Instruction is conducted in English.

### Le Cordon Bleu College of Culinary Arts in Sacramento, Seattle and St. Louis

No assistance is offered by the school with regard to applying for a visa and charges incurred related to this process are the responsibility of the applicant. The school is not authorized under federal law to enroll non-immigrant students. No English language services are provided by the school. Instruction is conducted in English.

## NON-DISCRIMINATION

The school admits students without regard to race, gender, sexual orientation, religion, creed, color, national origin, ancestry, marital status, age, disability, or any other factor prohibited by law.

## RE-ENTERING STUDENTS

Students who have previously attended Le Cordon Bleu College of Culinary Arts but did not graduate, and are returning within 364 days of their last date of attendance, at a minimum will be subject to the following admission requirements and procedures as new applicants: Enrollment Agreement, General Student Disclosure Form, Programmatic Disclosure Form (as applicable), Background check and be required to take the Wonderlic SLE or SLE-Q exam. Payment of the application fee is not required. Additional Financial Aid forms may also be required for those wishing to apply for financial aid. Students planning to return to the institution in a program of study that is different from the



one they previously attended may be subject to additional admissions requirements.

Students who have previously attended Le Cordon Bleu College of Culinary Arts but did not graduate, and whose recorded last date of attendance is greater than 364 days, are subject to all admission requirements in effect at the time of re-entry. All re-entering students will be charged the rate of tuition and fees in effect at the time of re-entry.

### **POLICY ON FORGED/ALTERED ACADEMIC DOCUMENTS FROM FOREIGN INSTITUTIONS**

#### **Foreign and Domestic Documents**

Le Cordon Bleu College of Culinary Arts follows strict policies concerning academic integrity. Students with foreign educational credentials must submit authentic foreign academic documents from all upper-secondary and postsecondary educational institutions. Foreign educational credentials will be verified through an approved foreign credential evaluation agency. Foreign credentials will be evaluated to ensure they are equivalent to a high school diploma.

#### **Forged Documents**

Any forged/altered academic document, foreign or domestic, submitted by a prospective student will be retained as property of the school and will not be returned to the prospective student. These students will not be considered for admission. If the situation occurs that a student is already attending classes at Le Cordon Bleu College of Culinary Arts and verification of forged credentials arrives, the following applies: If the forged document was used to admit the student, and the absence of that credential would make the student inadmissible, the student will be dismissed from the institution. If the forged document was not used to admit the student, but was used to gain possible transfer credit, the student may be dismissed from school or placed on probation and any transfer credit already awarded from the forged credential will be taken away.

# LE CORDON BLEU CATALOG

60

## 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](http://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

# LE CORDON BLEU CATALOG

62

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

# LE CORDON BLEU CATALOG

64

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.

# LE CORDON BLEU CATALOG

66

- 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

# LE CORDON BLEU CATALOG

68

## 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

# LE CORDON BLEU CATALOG

70

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

# LE CORDON BLEU CATALOG

72

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 business days 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

ED00032524

that a student participated in class or was otherwise engaged in an academically-related activity, such as; submit an assignment, take a quiz, contribute to an on-line discussion and in some cases post to an on-line gallery. For R2T4 purposes in a term based program with modules, a student is considered to have withdrawn, IF they do not complete all of the days they were scheduled to complete in the payment period or period of enrollment.

Schools are required to determine Title IV funds that must be refunded based upon the percentage of the payment period completed prior to withdrawing. Title IV funds must be returned to the program based upon a tuition refund or if the student received an overpayment based upon costs not incurred but for which Title IV was received.

Once the amount of Title IV financial aid that was not earned has been calculated, federal regulations require that the school return Title IV funds disbursed for the payment period or period of enrollment and used for institutional costs in the following order:

1. Loans
  - a. Unsubsidized Federal Direct Stafford Loans.
  - b. Subsidized Federal Direct Stafford Loans.
  - c. Federal Direct PLUS loans received on behalf of the student.
2. Federal Pell Grants.
3. Federal SEOG.
4. Other grants or loan assistance authorized by Title IV of the HEA.

If the amount of unearned Title IV financial aid disbursed exceeds the amount that is returned by the school, then the student (or parent, if a Federal Parent-PLUS Loan) must return or repay, as appropriate, the remaining grant and loan funds. The student (or parent, if a Federal Parent-PLUS Loan) will be notified of the amount that must be returned or paid back, as appropriate.

### WITHDRAWAL DATE

The withdrawal date used to determine when the student is no longer enrolled at

# LE CORDON BLEU CATALOG

74

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

# LE CORDON BLEU CATALOG

76

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)

ED00032528

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.

# LE CORDON BLEU CATALOG

78

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 2529

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%) x 180 = 270 credits. The 30 transfer hours will be added to the attempted and earned hours when the maximum timeframe and rate of progress is being calculated.

When a student elects to change a program or enroll in a higher credential at Le Cordon Bleu College of Culinary Arts the student's earned credits and grades will be transferred into the new program as applicable, including transfer credit. Credits earned at the school in the original program of study that apply to the new program of study will be used when computing grade point average, rate of progress and maximum timeframe. Transfer credits from another institution that are applicable to the new program of study will not be calculated in the grade point average but will be considered as credits attempted and earned in the maximum timeframe and rate of progress calculations. For example, a student transfers from program A to program B. The student is able to transfer 30 external credits and 10 credits earned in program A into program B. Program B requires 180 credits to graduate. Thus, the maximum timeframe for this student's new program will be one and half times (150%) x 180 = 270 credits. The 30 external transfer hours will be added to the attempted and earned hours when the maximum timeframe and rate of progress are being calculated. The 10 credits earned in program A will be included in the grade point average calculation as well as the maximum timeframe and rate of progress calculation.

## WARNING AND PROBATIONARY PERIODS FOR STUDENTS RECEIVING/ NOT RECEIVING FINANCIAL AID

At the end of each 12-week block, after grades have been posted, each student's CGPA and rate of progress is reviewed to determine whether the student is meeting the above requirements.

- A student will be placed on FA Warning immediately after the first block in which the CGPA or the rate of progress falls below the values specified in the tables above. At the end of the next block, the student will be removed from FA Warning and returned

# LE CORDON BLEU CATALOG

80

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

# LE CORDON BLEU CATALOG

**82**

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.

# LE CORDON BLEU CATALOG

84

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).

# LE CORDON BLEU CATALOG

86

## GENERAL INFORMATION

### CAMPUS SECURITY

Le Cordon Bleu College of Culinary Arts publishes an annual security report that contains information concerning policies and programs relating to campus security, crimes and emergencies, the prevention of crimes and sexual offenses, drug and alcohol use, campus law enforcement and access to campus facilities. The annual security report also includes statistics concerning the occurrence of specified types of crimes on campus, at certain off-campus locations, and on the public property surrounding the campus. The annual security report is published each year by October 1 and contains statistics for the three most recent calendar years. The annual security report is provided to all current students and employees. A copy of the most recent annual security report may be obtained from the President's office during regular business hours.

In addition to the annual security report, Le Cordon Bleu College of Culinary Arts maintain a crime log recording all reported crimes. The crime log is available for public inspection during regular business hours at President's office.

Le Cordon Bleu College of Culinary Arts reminds all students that they are ultimately responsible for their own actions regarding their safety and welfare.

### CONDUCT POLICY

All students are expected to respect the rights of others and are held responsible for conforming to the laws of the national, state and local governments, and for conducting themselves in a manner consistent with the best interests of Le Cordon Bleu College of Culinary Arts and of the student body. A student who was previously dismissed for violations of the conduct policy may apply for reinstatement to the institution by submitting a written appeal to the Appeals Committee. The appeal should be in the form of a letter explaining the reasons why the student should

be readmitted. The appeal must be submitted within ten (10) business days of receiving notification of his/her dismissal. Dismissed students who are readmitted will sign a new Enrollment Agreement; will be charged tuition consistent with the existing published rate. Students who are interested in applying for federal financial aid may do so at this time.

### CODE OF CONDUCT

Students, staff, faculty and guests follow a Code of Conduct adhering to a socially responsible and ethical approach to the educational mission of the institution. Rights of students are protected through the Grievance Process, which is addressed within this section, but responsibilities are addressed within the Code of Conduct Policy. Following is a set of guiding principles for behavior which is based on the values of honesty, respect, responsibility, fairness and trust (Center For Academic Integrity, 1999). It is a commitment that the members of the community will treat everyone with these characteristics promoting the highest standards of a safe and healthy environment. Individuals will not conduct themselves in any manner that might damage the reputation of, or otherwise harm the organization. Access to school premises is reserved for currently enrolled students, guests of the institution or approved visitors. Rules of Conduct include the following actions by officers of the institution:

- a. Oversee behavior
- b. Investigate violations and
- c. Manage judgment through administrative agreement and sanctions.

Attendance at this institution is a privilege, not a right; therefore, students whose behavior may be detrimental to other members of the community may be officially warned, sanctioned through an informed process, suspended and/or dismissed from the institution. Behavior that infringes upon rights, safety, or privileges, or which impedes

the educational process or the institution's right to conduct its business is prohibited. Such infractions include but are not limited the following:

### Respect

- Deliberate disruptive, profane or disrespectful words, actions, violence or physical interference with the rights of faculty, staff, other students or with any institutional facilities, externship site, or with any authorized function being carried out on the premises or at any institution sponsored event or activity.
- Harassment of any member of the community based on race, national origin, ethnicity, color, creed, gender, sexual orientation; disposition, age, religion, marital or veteran status, genetic predisposition or carrier status, or any other basis protected by applicable local, state or federal laws. Engagement in self-initiated physical violence, bodily harm, or injury towards any member of the community or willful participation in a physical altercation.

### Responsibility

- Failure to comply with the reasonable direction or lawful requests of officials (including, but not limited to faculty, administrators, and security personnel) or law enforcement officers acting in the performance of their duties or obey directives or orders expressed by such officials to cease and desist from any inappropriate act.

### Honesty

- Students are expected to demonstrate academic integrity by completing their own work assignments and assessments. Submission of work from another person, using unauthorized notes, having someone else take an examination in a student's place, copying from another or a published document without citing sources or submitting the same paper to multiple



courses without the knowledge of the all instructors involved constitute violations of academic honesty. Plagiarism is any stealing of intellectual content and is not affected by intentionality.

#### **Trust**

- Students, staff and faculty trust that individuals will voluntarily follow the Code of Conduct as well as adhere to expectations voiced by the institution. Student expectations are provided during student orientation. Faculty and staff expectations are provided during faculty and staff orientations as well as provided on individual job descriptions. The standards of the institution are established by the residing state as well as the accreditation agency and the expectation is that the entire community trusts in them and adheres to them as part of both the Code of Conduct and the integrity of the institution.

#### **Fairness**

- Students, faculty and staff will be treated fairly based on their role within the organization. Should an exception be granted for any person in any circumstance, that exception will be well documented with both the rationale and all supporting evidence.

#### **DRUG-FREE ENVIRONMENT**

As a matter of policy, Le Cordon Bleu College of Culinary Arts prohibits the unlawful manufacture, possession, use, sale, dispensation, or distribution of controlled substances and the possession or use of alcohol by students and employees on its property and at any school activity. The only exception is authorized wine tasting within the classroom. Further information on the school's policies can be found in the Student Handbook. Any violation of these policies will result in appropriate disciplinary actions up to and including expulsion in the case of students and termination in the case of employees, even for a first offense. Violations of the law will also be referred to the appropriate law enforcement authorities. Students or employees may also be referred

to abuse help centers. If such a referral is made, continued enrollment or employment will be subject to successful completion of any prescribed counseling or treatment program. Information on the school's drug-free awareness program and drug and alcohol abuse prevention program may be obtained from the President's Office.

#### **FACILITY INFORMATION**

##### **Le Cordon Bleu College of Culinary Arts in Atlanta**

The campus facilities and the equipment used comply with all federal, state and local ordinances and regulations including those related to fire safety, building safety and health. Kitchen labs are equipped with stoves, ovens, and food preparation equipment commonly found in the industry. A wide range of small wares are provided for the students' use in practicing a variety of culinary skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry.

##### **Le Cordon Bleu College of Culinary Arts in Los Angeles**

###### **Pasadena Campus**

The Le Cordon Bleu College of Culinary Arts in Los Angeles main campus in Pasadena is located at:  
530 East Colorado Blvd.  
Pasadena, CA 91101  
Phone: (626) 229-1300

The Pasadena campus occupies over 104,000 square feet that supports the institution's population, labs and equipment. Physical resources are monitored and evaluated to stay abreast of industry standards. The Pasadena campus's facilities consist of classrooms for its specialized instructional needs as well as general purpose classrooms, 1 restaurant comprised of two service styles (quick service and full service), a prep kitchen, Learning Resources Center, and common use rooms for meetings, conferences, guest speakers etc. Classroom types include: Culinary labs, pâtisserie and baking labs, a chocolate lab, academic classrooms, and demo labs. Several classrooms are able to be combined to

create large presentation and lecture spaces. Classrooms are equipped with industry current equipment directly related to the curriculum. The student will be exposed to industry standard stoves, convection ovens, fryers, commercial bakery steam injected ovens, stand mixers, commercial grills, steam kettles, commercial pots, pans and implements.

###### **Hollywood Campus**

The Hollywood branch campus of Le Cordon Bleu College of Culinary Arts in Los Angeles (Hollywood Campus) is located at:  
6370 Sunset Blvd.  
Hollywood, CA 90028  
Phone: (323) 203-3980

The Hollywood campus occupies over 21,000 square feet that supports the institution's population, labs and equipment. Physical resources are monitored and evaluated to stay abreast of industry standards.

The Hollywood campus facilities consist of classrooms for its specialized instructional needs as well as general purpose classroom and a Learning Resource Center. Classroom types include: culinary labs, pâtisserie and baking labs, an academic classroom, and demo lab. Classrooms are equipped with industry current equipment directly related to the curriculum. The student will be exposed to industry standard stoves, convection ovens, fryers, commercial bakery steam injected ovens, stand mixers, commercial grills, steam kettles, commercial pots, pans and implements.

##### **Le Cordon Bleu College of Culinary Arts in Las Vegas**

The educational facility and administrative offices of the college are located in a convenient suburban setting, just minutes from the Las Vegas "Strip". The campus location is adjacent to major thoroughways and is accessible from all parts of the metro area. Housing, public transportation and nearby shopping malls allow the students to live, commute and work nearby. The campus occupies more than 55,000 square feet in a freestanding facility with ample parking.

# LE CORDON BLEU CATALOG

88

## **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. ED00032540

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.

# LE CORDON BLEU CATALOG

90

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](http://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/](http://www.cpe.state.nv.us/)

### **For the Le Cordon Bleu campuses in: Miami, Orlando**

At any time, if a student has a concern, grievance, or complaint about the institution, the student may contact:

Commission for Independent Education  
Florida Department of Education  
325 West Gaines Street, Suite 1414  
Tallahassee, FL 32399-0400  
Phone: (850) 245-3200 or (888) 224-6684  
[www.fldoe.org/cie/](http://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](http://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

# LE CORDON BLEU CATALOG

92

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]

**Miami, FL**  
3221 Enterprise Way  
Miramar, FL 33025  
866.762.CHEF [2433]

**Sacramento, CA**  
2450 Del Paso Road  
Sacramento, CA 95834  
916.830.6220

**St. Louis, MO**  
7898 Veteran's Memorial Parkway  
St. Peters, MO 63376  
866.863.2061

**Las Vegas, NV**  
1451 Center Crossing Road  
Las Vegas, NV 89144  
866.450.CHEF [2433]

**Minneapolis/St. Paul, MN**  
1315 Mendota Heights Road  
Mendota Heights, MN 55120  
800.528.4575

**San Francisco, CA**  
350 Rhode Island Street  
San Francisco, CA 94103  
800.229.CHEF [2433]

**Online**  
888.557.4222

**Los Angeles, CA**  
**PASADENA CAMPUS:**  
530 East Colorado Blvd.  
Pasadena, CA 91101

**Orlando, FL**  
8511 Commodity Circle  
Orlando, FL 32819  
866.622.CHEF [2433]

**Scottsdale, AZ**  
8100 E. Camelback Road  
Suite 1001  
Scottsdale, AZ 85251  
800.848.CHEF [2433]

**HOLLYWOOD CAMPUS:**  
6370 West Sunset Blvd.  
Hollywood, CA 90028  
888.900.CHEF [2433]

**Portland, OR**  
600 SW 10th Avenue, Suite 500  
Portland, OR 97205  
888.848.3202

**Seattle, WA**  
360 Corporate Drive North  
Tukwila, WA 98188  
866.863.2580



**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.





**QUALITY ASSURANCE MONITORING: HIGHER CREDENTIAL REPORT  
ACADEMIC ASSOCIATE'S DEGREE IN LE CORDON BLEU CULINARY ARTS  
ACADEMIC ASSOCIATE'S DEGREE IN 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 Valasquez, Campus President (kvalasquez@sacramento.chefs.edu)

(acicssinfo@sacramento.chefs.edu)

**MAIN**

**Le Cordon Bleu College of Culinary Arts  
Austin, TX  
ACICS ID Code: 00021352**

**May 8, 2015**

**Date Programs Began: February 2014  
Current Total Enrollment: Culinary Arts: 135  
Patisserie & Baking: 37**

**Current CAR Program Retention: Culinary Arts: 92%  
Patisserie & Baking: 80%**

Mr. Paul Lacroix	Culinary Arts and Patisserie and Baking Specialist	Johnson & Wales University	Providence, RI
Mr. Maurice Wadlington	Staff Representative	ACICS	Washington, DC

**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

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

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?

Chef Jeffrey Euteneier is the director of education for all programs. He earned a certificate in culinary arts from Le Cordon Bleu College of Culinary Arts in Portland, Oregon, a bachelor's degree in interdisciplinary studies from Central Washington University, and master's degree in business administration from Colorado Technical University. He is a certified executive chef in prometric food, safety proctor, and certified in

servsafe. Prior to coming to Le Cordon Bleu, he had over 10 years of culinary experience prior to coming to Le Cordon Bleu College of Culinary Arts.

C.16 Does this individual possess 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?

Chef Adrian Day-Murchison is the lead instructor for both the diploma and associate's level culinary arts programs. Chef Day-Murhison earned an associate's degree in culinary arts from Johnson & Wales University, Providence, Rhode Island and a bachelor's degree in management from Le Cordon Bleu College of Culinary Arts in Scottsdale, Arizona. He is certified as a prometric food safety proctor and servesafe by the National Restaurant Association. He had ten years of experience prior to coming to Le Cordon Bleu.

Chef Scot Rice is the lead instructor for both the diploma and associate's level patisserie & baking programs. Chef Rice earned a certificate in baking and pastry arts from the Culinary Institute of America in Hyde Park, New York, an associate's degree in business administration from Santa Rosa Junior College, in Santa Rosa, California and a bachelor's degree in career and technical studies from California State University in Sacramento, California. He is a certified food manager. Both lead instructors have a reduced teaching load which permits them to fully supervise their departments.

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 college offers an extensive program of community resources including externships. They have participated in several employer spotlight programs, and published a list of upcoming events such as visits to the Arden Hills Country Club, Pearl on the River, Chops Steak Seafood & Bar, The Crazy Sac Latz Inc., Sellands's Market-Café, and Sierra at Tahoe Resort. The team reviewed over 28 pages of planned internal and external activities.

- 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?

The current year's library budget is \$13000.

C.110 What portion of the current year's library budget has been spent and how has the money been allocated?

\$6000 has been allocated for acquisitions on books, periodicals, CD's, and for demonstrations. In addition, the campus is assessed between \$7000-and \$9000 for Cybrary Beyond the expenditure for Cybrary, no additional expenditures have been made because of the acquisitions received from other campuses.

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:

Virtually all databases in the Cybrary are full texts. Some of these include Ebsco, Gate Cengage, Business Source Complete, Credo Reference, Culinary Arts (Gale), ebook Collection, Mergent, Food Science

Source and Greenfile, Hospitality and Tourism Complete, Proquest Newsstand, and Opposing Viewpoints in Context.

Not Applicable (online resources are not utilized)

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. Kathleen Rainey is the on-site learning resource specialist. She has a master's in library science from Rutgers University in New Brunswick, New Jersey. She is a certified Pearson view test administrator and a member of the American Library Association. Her hours on-site are 40 hours a week.

At the time of the team's visit, Ms Sharon Tani, regional librarian was in residence. Ms Tani holds a master's degree in library science from San Jose State University. She is a member of the American Library Association (ALA), The California Library Association, The Culinary Historians of Southern California, as well as the Association of College and Research Librarians

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 VISIT REPORT

**LE CORDON BLEU COLLEGE OF CULINARY ARTS**  
**8100 E. Camelback Road**  
**Scottsdale, AZ 85251**  
**ACICS ID Code: 00048705**

Mr. Craig Bartholomew, Campus Director (cbartholomew@scottsdale.chefs.edu)

(acicsinfo@scottsdale.chefs.edu)

**LEARNING SITE**  
**LE CORDON BLEU COLLEGE OF CULINARY ARTS**  
**4301 N. Scottsdale Road Suite, Suite 260**  
**Scottsdale, AZ 85251**  
**ACICS ID Code: 00109290**

**October 8-9, 2014**

Dr. Richard Murphree	Chair	Effectual Business Services	Eagle, ID
Ms. Donna Reed	Student-Relations Specialist	Retired college owner	Indianapolis, IN
Dr. Jack Phan	Educational Activities/Library Resources	Director of Criminal Justice/Rural Public Safety/S. Arkansas University	Olathe, KS
Mr. Alex Yarbrough	Distance Education	Instructor/Attorney at Law/Virginia College	Chelsea, AL
Mr. Maurice Wadlington	Staff Representative	ACICS	Washington, DC

**PROGRAMS OFFERED BY  
LE CORDON BLEU COLLEGE OF CULINARY ARTS  
SCOTTSDALE, AZ**

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.	Qtr. Hrs.	Enroll: Full-time	CAR Retention & Placement			
						2013		2012	
						Ret.	Pla.	Ret.	Pla.
Associate of Occupational Studies	Occupational Associate's Degree	Hospitality & Restaurant Management	980	95	8	<b>64%</b>	<b>56%</b>	<b>64.65%</b>	<b>44.44%</b>
Associate of Occupational Studies	Occupational Associate's Degree	Culinary Operations	1310	99	82	<b>61%</b>	73%	80.33%	N/A
Associate of Occupational Studies	Occupational Associate's Degree ++	Patisserie & Baking ***	1510	106	88	84%	<b>62%</b>	67.65%	<b>60.66%</b>
Associate of Occupational Studies	Occupational Associate's Degree ++	Culinary Arts ***	1550	107	321	85%	72%	70.91%	71.49%
Certificate	Certificate ++	Patisserie & Baking ***	940	55	1	80%	<b>68%</b>	78.95%	<b>39.13%</b>
Certificate	Certificate ++	Culinary Arts ***	940	55	40	74%	77%	72.98%	<b>62.5%</b>
Bachelor of Arts	Bachelor's Degree	Culinary Management	930	180	12	72%	<b>63%</b>	76.69%	<b>63.93%</b>

**TOTAL  
ENROLLMENT** 1151

\*\*\* The Associate of Occupational Studies and Certificate in Culinary Arts and the Associate of Occupational Studies and Certificate in Patisserie & Baking are all programmatically accredited by the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC). Their grant through ACFEFAC expires June 30, 2021.

++ Program(s) in which some but not all of the courses are taught at a Learning Site.

## INTRODUCTION

In 1986, Scottsdale Culinary Institute (SCI) was created through the vision of Elizabeth Sherman Leite as she combined her educational background, experience, and zeal for properly prepared cuisine. In 1990, Scottsdale Culinary Institute became accredited with its occupational associate's degree in culinary arts.

In 1998, Scottsdale Culinary Institute proudly became part of the Career Education Corporation (CEC) family. In 1999, Le Cordon Bleu North America arrived in the United States. Its partnership with Scottsdale Culinary Institute combined classical French cooking techniques with modern American technology. On August 17, 2009, SCI started the distance education delivery method of the Bachelors of Arts in Le Cordon Bleu Culinary Management. On November 1, 2009, SCI received State and accreditation approval to change its name to Le Cordon Bleu College of Culinary Arts.

The Camelback 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. The Camelback facility houses administrative offices, numerous classrooms, and kitchens. The Camelback facility is 8100 East Camelback Road, Suite 1001, Scottsdale, Arizona 85251. It has 37,570 total square feet comprised of a North building, 19,560 square feet, and South building, 18,010 square feet.

Students attending Le Cordon Bleu College of Culinary Arts Scottsdale come from across the country, with the largest enrollment from within the state, New Mexico and Utah. The average age is 26, with culinary programs slightly higher. The Culinary programs have a higher percentage of men enrolled (70% male/30% female), whereas it is just the opposite for the Patisserie & Baking program (78% female/22% male).

The Sky Bridge facility is an expansion of the Camelback Main facility and opened in 2001. It is located in bustling Old Town Scottsdale, Arizona, just minutes away from the main campus. It provides a stunning panorama of Scottsdale's popular 5th Avenue shops and internationally acclaimed tourist district. The Sky Bridge facility has 49,884 total square feet. It houses Career Service offices, four lecture/demo rooms, five kitchens, the main computer lab, and the Restaurant Rotation class. The Sky Bridge facility is at 4301 North Scottsdale Road, Suite 260, Scottsdale, Arizona 85251.

**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 2014-2015 catalog on page 6.
- 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
- 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 institution uses a combination of cumulative GPA, safety and sanitation pass/fail rate, final practical scores from each program and results from the Capstone class in the bachelor's program. 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 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.  
Le Cordon Bleu College of Culinary Arts' baseline for Retention Rates, based off historical data, had been set at an overall rate of 82% for residential and 70% for distance education for 2013. The institutions's retention rate beginning January 1, 2014, according to the yearly reports, was 73.1% on average for the Culinary Programs, 74.6% on average for the Patisserie and Baking Programs, and 59.3% on average for the Distance Education Programs. As part of a continued effort to address retention rates, the institution utilizes a weekly tracking tool (Retention Report Card). The future goals are to increase each program's retention rate by the following percentages; Certificate in Culinary Arts increased by 2%, residential associate programs by increased by 2% and all distance education programs reduced to the 2013 ACICS minimum retention rate of 67%. With the 2013 ACICS Program Improvement plan, all students will have the requirement to have begun their resume within the first block of attending school. Distance Education Career Services will have the identical offerings as the residential program.

- 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. Craig Bartholomew, president, is responsible for implementing and monitoring the CEP. Mr. Bartholomew has a bachelor's degree in business/finance from Utah State University. He also has a master's degree in business from University of Phoenix. Mr. Bartholomew has been with the institution since February 2014. Previously, he was with the University of Phoenix as a vice president of enrollment and as a campus director since 2005.
- 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. Craig Bartholomew, president, is responsible for the financial oversight of the institution. As previously stated, Mr. Bartholomew has a bachelor's degree in business/finance from Utah State University. He also has a master's degree in business from University of Phoenix. Mr. Bartholomew has been with the institution since February 2014. Previously, he was with the University of Phoenix as a vice president of enrollment and as a campus director since 2005.

### 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. Craig Bartholomew, president, is the on-site administrator at the institution. As previously states, Mr. Bartholomew has a bachelor's degree in business/finance from Utah State University. He also has a master's degree in business from University of Phoenix. Mr. Bartholomew has been with the institution since February 2014. Previously, he was with the University of Phoenix as a vice president of enrollment and as a campus director since 2005.
- 3.04 Does the campus list degrees of staff members in the catalog?  
 Yes  No
- If Yes, is appropriate evidence of the degrees on file?  
 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 conducted a comprehensive review of 50 academic student files, unofficial transcripts, and financial account detail with equal representation of active, withdrawn, and graduate students.

- 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?  
 Mr. Ashanti Payton, Sr., online campus director of admissions and Mr. Jason Kimmel, ground campus director of admissions are responsible for student recruitment at the institution. Mr. Payton has more than eight years of combined experience in admissions training and admissions management; he earned a bachelor's degree in accounting and finance, and a master's degree in both organizational psychology and leadership from American InterContinental University. Mr. Kimmel has gained more than 13 years of student recruitment and admissions management experience while employed with the University of Phoenix from 2001 - 2013 before joining Le Cordon Bleu in March 2014. Mr. Kimmel earned a bachelor's degree in business from Western International University in Phoenix, Arizona and a master's degree in management from the University of Phoenix in Phoenix, Arizona.

- 4.11 Describe how the recruiting process for new students is compatible with the educational objectives for the campus?  
Through the review of 50 student files, interviews with the directors of admissions, career services, the registrars, and eight current students, the team is able to verify that the campus follows an ethical recruitment process. The recruitment process is compatible with the institution's educational objectives of providing a creative and supportive learning community, which is guided by knowledgeable chef instructors. The institution encourages students to immerse themselves in the culinary or hospitality arts by spending time in industry-equipped kitchens, working alongside chef instructors, and learning the skills necessary to reach the goal of a career in the culinary or hospitality industry. The institution provides qualified faculty and educational resources that are compatible with industry standards, enhance the educational experience by delivering programs through traditional and distance methodologies in a learning-centered environment, and offers a career services department that will assist the graduate in achieving a career in the culinary and hospitality industries. Moreover, the institution is committed to a drug-free and safe learning environment for all students and is committed to providing education that focuses on excellence in a safe, productive, and quality-conscious environment. As such, the institution is able to accomplish this objective by confirming that each prospective student is well informed about the nature of the education provided through a recruitment interview conducted by an admissions representative. The recruitment interview incorporates a questionnaire that assists the institution with identifying the perspective students' strengths, weaknesses, and both educational and career expectations. In addition, the prospective student receives a copy of the academic catalog, which contains program and course descriptions for each curriculum. To qualify for admittance, the institution requires that each student provide acceptable evidence of high school completion or the equivalent. All students must complete a signed enrollment agreement, which details the tuition, fees, financial obligation, and length of program. Prior to starting classes, ground students tour the campus, and provide an acceptable background check. All students complete a standardized entrance assessment and complete new student orientation..
- 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 institution publishes its Standards of Satisfactory Academic Progress (SAP) policy on pages 78-80 of the 2014-2015 Academic Catalog effective May 2014.

- 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. Pauline Gibson, associate registrar, is responsible for the administration of Satisfactory Academic Progress (SAP) for the residential programs at the institution and Ms. Nicole Cummings, associate registrar is responsible for the administration of SAP for the online programs. Ms. Gibson has worked for Le Cordon Bleu for more than 10 years in the capacity of assistant registrar and as registrar. Ms. Gibson holds an associate's degree in general studies from Mercer Jr. College, a bachelor's and master's degrees in aeronautics from Embry Riddle Aeronautical University, and a doctoral degree in higher education from Argosy University. Ms. Cummings gained seven years of combined experience in debt collection and student recruitment prior to beginning her position with the institution in February 2014 as associate registrar. Ms. Cummings earned an associate's degree in criminal justice and a bachelor's degree in human services from Colorado Technical University. Both assistant registrars have successfully completed the institution's registrar training program.
- 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. Yvonne Martinez, business operations manager, is responsible for the on-site administration of financial aid. Ms. Martinez has 12 years of combined financial management experience. Ms. Martinez worked as an account administrator at Front Line Sales for six years prior to joining Le Cordon Bleu in October 2008 and has since then gained six years of financial aid packaging and financial aid management experience. Ms. Martinez holds an associate's degree from Colorado Technical University and is currently working toward a bachelor's degree in project management.
- 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. Martinez, the on-site financial aid administrator, is a member of the National Association of Student Financial Aid Association (NASFAA) and attends bi-weekly conference/training calls with the corporate director of financial aid to discuss current policy, regulation changes, and any financial aid concerns. Additional training is provided through conferences, workshops, and webinars attended throughout the year, which focus on tax filing requirements, federal updates, types and sources of financial aid, cohort default rate management, over awards, and institutional policy changes, which combined, allow Ms. Martinez to stay abreast of changes in governmental regulations and institutional policies and procedures.
- 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.  
 Ms. Virginia Holcombe, student services manager, is responsible for student services at the institution. The lead chefs/instructors, the registrars, student financial services, director of education and director of distance education counsel students on their progression through their program. The institution provides students with confidential advisement in the areas of legal, financial, child and eldercare referrals and personal and academic concerns. Moreover, the institution offers an in-depth student orientation, tutoring, and a skills lab, which provides students with academic

support and the ability to hone their culinary skills outside of the classroom. The department of career services offers employment services to all active students and alumni. Library resources and support services are provided along with a handout, which includes a list of resources, the physical set-up and layout of the library, electronic resources, and how to use and access all library materials.

- 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. Linda Carpenter, campus director of career services, is responsible for career services at the institution. Ms. Carpenter holds a bachelor's degree in communications and a master's degree in curriculum and instruction for early childhood education from Arizona State University. Ms. Carpenter has more than 10 years of combined sales, employee recruitment, and human resource experience and has served in the positions of recruiter, career services advisor and manager, and as a consultant, before beginning her employment with Le Cordon Bleu September 2011.
- 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 1104  
 The ending enrollment reported on the previous year's CAR is 1104
- 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 receiving federal student loans must complete an entrance interview and are encouraged to complete an exit interview. The information in the entrance interview is also reiterated in the student loan application process. In addition, student finance representatives counsel students on responsible borrowing activities and require that all students borrow responsibly when choosing to receive loan funds in excess of the direct costs of tuition, fees, and books. Students also have access to a robust financial literacy portal, which includes a loan repayment calculator, modules on managing finances, loan responsibilities and repayment, and general financial literacy.
- 4.67 Describe the extracurricular educational activities of the campus (if applicable).  
 The institution offers a wealth of activities for student participation that are designed with the idea of providing a strong student community. Students are encouraged to participate in all activities as these activities provide learning tools and important skills requisite to becoming a professional in the culinary and hospitality industries. The activities offered

include student clubs, culinary competitions, guest speakers, chili and BBQ cook-offs, and gingerbread competitions, baking workshops that focus on pastry trends, introductions to local pastry chefs, artisan bakers, and chocolatiers. The institution offers a skills lab, which affords students the opportunity to practice knife skills, culinary and baking techniques, and to participate in special events off campus with the lead chefs. The Titanium Chef Culinary and Pastry Competitions allow students to compete and to highlight their culinary and baking skills. Additionally, the institution hosts employer visits, employer webinars, recruitment days, and three annual career fairs, dine out events, field trips, and resume writing seminars.

## 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. Richard Exley, director of education, oversees the residential educational activities of all academic programs at the institution. Mr. Exley holds a master's degree in leadership of educational organizations from American InterContinental University and a bachelor's degree in business management from Capella University, Minneapolis, Minnesota. He has served as the director of education since January 2011. Prior to his current position, Mr. Exley was a program chair, instructor, restaurant owner, and executive pastry chef for 26 years.

Ms. Mary Mules, director of distance education, is assigned to oversee the educational activities of the distance education programs. Ms. Mules holds a bachelor's degree in natural science from Michigan State University and a master's degree in education from American InterContinental University. She has also received a diploma in chef training from the Restaurant School in Philadelphia, Pennsylvania.

Ms. Mules has worked for this institution since 2000 in various capacities including: director of education, culinary program chair, and her current position as director of distance education.

- 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 institution's academic governance policy as a tool to provide authority and responsibility for development and administration of the programs of study. The governance policy details the role of the faculty in matters of academic governance.

There were provisions in place to support the efficiency and effectiveness of the overall administration of the institution. The integrity of the institution 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?

Occupational Associate's degree program in Culinary Arts: 6

Occupational Associate's degree program in Patisserie and Baking: 5

Certificate program in Culinary Arts: 5

Certificate program in Patisserie and Baking Arts: 4

How many calls to employers or graduates were successful?

Occupational Associate's degree program in Culinary Arts: 4  
 Occupational Associate's degree program in Patisserie and Baking: 4  
 Certificate program in Culinary Arts: 3  
 Certificate program in Patisserie Arts: 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.

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 institution ensures that its relations with students reflect the highest ethical standards and conform to all applicable laws and regulations. The institution 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 institution's concern for the learning 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 institution 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 are 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, take the suggestions to the institution curriculum committee. Ideas then flow up to the director of education. From this level, approved ideas are forwarded to the campus 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

If yes, how is this documented?

The institution keeps record of all in-service activities in a binder located in the educational office. Agendas and meeting minutes are stored together, along with a signature of all attendees.

There was evidence of assessment procedures taken for the purpose of setting priorities and making decisions to enhance faculty and student effectiveness. There was balanced representation of faculty and administration to discuss responsibilities, regulations, organizational matters, and technical resources. The team found evidence of faculty and administration support and consensus-based decision-making processes.

- 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

#### **FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 5.33 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?  
 Yes     No
- 5.34 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?  
 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 BACHELOR'S DEGREES ONLY**

- 5.39 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?  
 Yes     No

5.40 Do the program's general education courses meet Council standards?

Yes  No

5.41 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor'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 institution'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 institution's academic offerings.

#### COMMENDATIONS:

The team observed that the faculty shows a clear understanding and responsibility that support institution policies, and is willing to participate in the administration 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 institution'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 physical facility occupies approximately 45,000 square feet at the Camelback facility located at 8100 E. Camelback Road, Scottsdale, Arizona and approximately 43,000 square feet at the Sky Bridge facility located at 4301 N. Scottsdale Road, Scottsdale, Arizona. This includes fourteen lecture rooms, thirteen professionally equipped kitchen classrooms, a student lounge, and a resource center/library with two computer labs. Kitchen labs are equipped with food preparation equipment found in the industry for the students' use in practicing a variety of culinary, baking and pastry skills and techniques. The programs are supported by food storage facilities that reflect those found in the industry. Continual modifications to the building are designed to make the school's space more efficient and provide students with increased access to the school's resources.

6.02 Does the campus utilize any additional space locations?

Yes  No

6.03 Does the campus utilize learning sites?

Yes  No

If Yes, list the name and address of each learning site and identify any administrative services offered at the site. (Please see section 13 for additional information)

The address for the learning site is 4301 N. Scottsdale Road, Scottsdale, Arizona. The space consists of approximately 43,000 square feet. The learning site offers both career services and financial aid administrative services. The section 13

report is not applicable. As previously mentioned, the current courses/programs being offered at the learning site are programmatically accredited and thus did not require a specialist for the visit.

- 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

## 7. PUBLICATIONS

- 7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?  
 The team reviewed the multi-campus institutional Le Cordon Bleu College of Culinary Arts 2014-2015 Catalog, effective and published May 2014.
- 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.*)

If *Yes*, does the catalog contain the following?

(a) A description of each mode of delivery used for distance education courses.

Yes     No

(b) Any additional or different admissions requirements for students taking distance education courses.

Yes     No     Not Applicable (there are no additional or different admissions requirements)

(c) A description of any tests used to determine access to distance education.

Yes     No     Not Applicable (no additional tests are given)

(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction.

Yes     No

(e) Costs and fees associated specifically with distance education.

Yes     No     Not Applicable (there are no additional costs and fees)

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 institution advertises via online, program brochures, and on the local radio stations.

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 institutional performance information the institution routinely provides to the public are the graduation rates, on-time completion rates, and placement rates.

Where is this information published and how frequently is this information being updated?

The information is published at the institution’s Website and is updated annually.

## 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 institution has dedicated appropriate resources to continuously assess the library services and holdings. The following students are trained and designated to assist students with accessing library resources:

- Ms. Angie Hernandez
- Ms. Ann Heisler
- Mr. Matt Hollaway
- Ms. Shawna Patten
- Mr. Brian Mullinex
- Mr. Clint Smith

In addition, all of the institution's faculty have been trained to assist with the library resources and they communicates with each other and with students to obtain resource recommendations, and optimizes the institution'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 \$2,000.00.

8.09 What portion of the current year's library budget has been spent?

To date, 100% (\$2,000) 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 programs. In addition, trained instructors have made presentations in other instructors' classes to focus on the importance of the library resources in the 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?

Sharon Tani is the regional librarian for Le Cordon Bleu. Ms. Tani has been in her current position since April 2011. Ms. Tani holds a master's degree in library science from San Jose State University. Prior to her current position, Ms. Tani was a technical specialist, library associate, pastry caterer, medical library intern, sales associate consultant,

executive producer, and a managing producer for 14 years. Ms. Chef Karen Kleinknecht is the designated on-site library liaison and she works in conjunction to Ms. Sharon Tani. Ms. Kleinknecht has been trained to oversee the library in the absence of Ms. Sharon Tani. She works 40 hours a week in conjunction with the posted library hours.

The following students are trained and designated to assist other students. The library hours are from 6:00am to 10:00pm Monday through Friday.

- Ms. Angie Hernandez hours are from 7:30am to 9:30am; Monday through Friday.
- Ms. Ann Heisler hours are from 9:00am to 10:30am; Monday through Friday.
- Mr. Matt Hollaway hours are from 10:30am to 12:00pm; Monday through Friday.
- Ms. Shawna Patten hours are from 12:00pm to 4:00pm; Monday through Friday.
- Mr. Brian Mullinex hours are from 1:00pm to 5:00pm; Monday through Friday.
- Mr. Clint Smith hours are from 1:00pm to 5:00pm; Monday through Friday.

The team was advised by the institution's administration that there are also trained faculty and staff available to assist students with accessing library resources between the hours of 5:00 p.m. to 10:00 p.m., 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

**FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 8.29 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?  
 Yes  No
- 8.30 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?  
 Yes  No
- 8.31 Is there a current inventory of instructional resources, including online resources?  
 Yes  No
- 8.32 Are the resources organized for easy access and usage?  
 Yes  No
- 8.33 Is it evident that faculty encourages the use of the library?  
 Yes  No
- 8.34 Do the library holdings, including online collections, support all of the offerings of the campus?  
 Yes  No

**GENERAL COMMENTS:**

The institution's 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 library has served and helped students in locating the appropriate resources.

**NONTRADITIONAL EDUCATION**

- Distance Education
- Self-Paced Instruction
- Consortium Agreements

H.01 Who is assigned to provide administration of the distance education activities at the institution, and what are this person's qualifications?

Ms. Mary Mules, director of distance education, is assigned to provide administration of the distance education activities. Ms. Mules holds a bachelor's degree in natural science from Michigan State University and a master's degree in education from American InterContinental University. She has also received a diploma in chef training from the Restaurant School in Philadelphia, Pennsylvania.

Ms. Mules has worked for this institution since 2000 in various capacities including such as, director of education and culinary program chair.

H.02 Does this individual possess appropriate academic or experiential qualifications?

Yes  No

H.03 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of this mode of delivery?

Yes  No

H.04 Are the time and resources devoted to the administration of distance education sufficient?

Yes  No

#### FOR INSTITUTIONS OFFERING DISTANCE EDUCATION

H.05 Did the institution receive approval from ACICS prior to using distance education as a mode of delivery?

Yes  No

H.06 Does the institution have a plan to implement distance education instruction?

Yes  No

H.07 If the institution has a plan, does it include the following:

(a) Rationale?

Yes  No

(b) Resources?

Yes  No

(c) Course/program objectives?

Yes  No

(d) Course content?

Yes  No

(e) Student assessment?

Yes  No

H.08 Does the institution integrate this plan into the Campus Effectiveness Plan?

Yes  No

H.09 Is the delivery method appropriate for students and the curriculum?

Yes  No

H.10 Are admission requirements for distance education courses/programs identified by the institution?

Yes     No     Not Applicable (no additional admissions requirements)

H.11 If an admissions test is required, is it administered in a manner which verifies the student's identity?

Yes     No     Not Applicable (no admissions test required)

H.12 Does the institution make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program?

Yes     No     Not Applicable

H.13 Does the institution make it clear in writing at the time of enrollment how the student's privacy will be protected in the identity verification process?

Yes     No

H.14 Does the institution make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity?

Yes     No     Not Applicable

H.15 Do students confirm that the institution clearly and appropriately states any requirements they must possess or have access to in order to assess this mode of delivery during the admissions/enrollment process?

Yes     No

H.16 Does the institution provide an on-line orientation program to familiarize students with the equipment and resources used in the distance education activities?

Yes     No

H.17 Do syllabi identify course learning objectives and does each course learning objective support one or more program learning outcomes?

Yes     No

H.18 Describe how the courses provide opportunities for interaction between faculty and students.

The courses provide opportunities for interaction between faculty and students by assigning the students discussion question each week where the student makes an initial post and must respond to two other student's post. The faculty member will make comments to both the initial comment and to the other students' respective responses. Additionally, the courses provide opportunities for interaction between faculty and students through classroom email, live and recorded chats, and feedback from graded assignments.

Are these opportunities sufficient and appropriate?

Yes     No

H.19 Describe how the courses provide opportunities for interaction among students.

The courses provide opportunities for interaction among students through class room email, discussion boards where students are required to respond to two other students, and through live chat sessions.

Are these opportunities sufficient and appropriate?

Yes     No

- H.20 Does the institution demonstrate that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale?  
 Yes  No
- H.21 Is the curriculum administered in a way that maintains security of access?  
 Yes  No
- H.22 Describe the student identity verification method used by the campus.  
Each student is given a specific username and password. The student must create their own password the first time they login. No one else will know the students' new password, except for the user.
- Is this method adequate?  
 Yes  No
- H.23 Does the institution employ academically and experientially credentialed faculty to teach online courses?  
 Yes  No
- H.24 Describe the institutions learning management system.  
The institution uses a proprietary Learning Management System, LMS, known as MyCampus. This platform allows for email, live chats, recorded chats, discussions, drop boxes for assignment submissions, video presentations, and group projects.
- H.25 Are the faculty properly trained to utilize the institutions learning management system for purposes of instruction, communication, and assessment?  
 Yes  No
- H.26 Does the institution provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning?  
 Yes  No
- H.27 Does the institution demonstrate appropriate faculty student ratios to support:
- (a) Faculty and student interaction?  
 Yes  No
- (b) Facilitation of interaction among students?  
 Yes  No
- (c) Facilitation of interaction with curriculum content?  
 Yes  No
- H.28 Is there evidence that appropriate faculty development plans have been developed and implemented on an annual basis for those faculty members teaching online courses, including documentation to support completed activities listed on the plans?  
 Yes  No

- H.29 Does the institution have adequate financial resources to support the courses/program(s)?  
 Yes     No
- H.30 Does the institution demonstrate that students taking online courses have access to the same or e equivalent library resources and support as on ground students?  
 Yes     No
- H.31 How does the institution orient online students to its learning management system, resources, and support services (including technical support)?  
 The institution orients online students to its learning management system, resources, and support services by provide a live orientation to students. The first phase of the orientation covers counseling, academic advising, financial aid, employment assistance, and technical help for the online student. The second phase of the orientation covers the platform and how the discussion board, chat, email, drop box, multimedia, and other tools work to help the online student learn how to navigate the platform.
- Is this orientation adequate?  
 Yes     No
- H.32 Does the institution provide support services for online students which are the same or equivalent to those provided for on ground students in the follow areas:  
 (a) Counseling?  
 Yes     No  
 (b) Academic advising?  
 Yes     No  
 (c) Financial aid?  
 Yes     No     Not Applicable (Institution does not participate in financial aid)  
 (d) Employment assistance?  
 Yes     No     Not Applicable (Institution enrolls only international students on a student visa)
- H.33 Are the course learning objectives for online courses the same as the learning objectives for the same on-ground courses?  
 Yes     No
- H.34 Does assessment and assignments demonstrate student achievement of course learning objectives?  
 Yes     No
- H.35 Does the institution document that it conducts the following:  
 (a) Course/program evaluations (including assessments of educational outcomes)?  
 Yes     No  
 (b) Student retention and placement?  
 Yes     No  
 (c) Student satisfaction?  
 Yes     No  
 (d) Faculty satisfaction?  
 Yes     No

(e) Employer satisfaction?

Yes     No

H.36 Does the institution fully disclose what forms of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material?

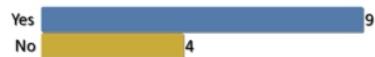
Yes     No

## SUMMARY

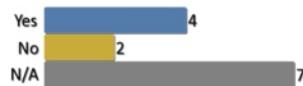
Based on the team's review, the campus has no areas of non-compliance.

Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual

A.01. Prior to enrolling in this institution, have you attended any other college or institution of higher learning?



A.02. If you had transfer credits, did your admissions representative describe the transfer of credit policies and procedures accurately? (Select N/A if no transfer credits)



A.03. Did your admissions representative accurately describe the enrollment process regarding available courses and programs of study?



A.04. Did your admissions representative accurately describe student services offered by the institution?



A.05. Did your admissions representative accurately describe the tuition and fees associated with your program



of study?

A.06. Did you receive a catalog or were you provided access to one during the enrollment process?



A.07. Did the catalog accurately portray programs, services and policies of the institution?



A.08. Was the information provided during enrollment sufficient for you to make your decision?



A.09. Did you feel unduly pressured during enrollment?



B.01. Do you receive federal financial aid?



B.02. Are you aware of your federal financial aid loan repayment obligations? (Select N/A if no loan repayment obligations)



C.01. Are your instructors available to provide additional help, if needed?



C.02. Are the learning resources and lab equipment/supplies adequate for your program of study?



C.03. Were textbooks available when you started classes?



C.04. Were the out of class activities sufficient to help you achieve the course objectives? (Select N/A if no out of class activities have been assigned)



D.01. Overall, I am satisfied with the quality of education I am receiving.



D.02. I would recommend this institution to others.





---

**From:** Maurice Wadlington <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A485F246B6E74618A42FFBBF0566D503-MWADLINGTON>  
**Sent:** 6/24/2014 4:58:54 PM -0400  
**To:** Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcfb53b7514e-IHarazduk>; Visit Reports <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>  
**Subject:** Le Cordon Bleu-Patisserie and Baking- Sacramento, CA  
**Attachments:** 00023522, Edit 2, QAM-RV-Patisserie and Baking.doc

Hey,

Here is the final of the six second edits.

Best regards,

Maurice Wadlington, M.Ed

Senior Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

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

[www.acics.org](http://www.acics.org) | 202.336.6779 - p | 202.842.2593 - f

| 202.421.5923 -c

CONFIDENTIALITY NOTICE:

This communication is only intended for the persons or entities to which it is addressed or copied and may contain information that is confidential and/or privileged in some way. Distribution or copying of this communication or the information contained herein is not expressly authorized. ACICS reserves the right to disclose this communication as required by law without the consent of the persons or entities to which this communication is addressed.



**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 Campus**

**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    Culinary Arts Specialist    International Culinary School    Indianapolis, IN  
at the Art Institute at the Art Institute**

**Ms. Chinita Obi    Staff Representative    ACICS    Washington, DC**

**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 programs. 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. As previously mentioned, 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?

After interviews with president and director of education, the team found that the campus is looking at hiring two more instructors to teach new courses in the culinary program. They are requiring them to hold 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 faculty who do not currently have a bachelor's degrees, but are qualified based on demonstrated current professional experience, industry certifications, and academic experience, to attain higher credentials and to be currently enrolled in a bachelor's degree program. The campus is also ensuring to receive transcripts from faculty prior to making offers to ensure the applicable degrees are conferred. Faculty members join the ACF on a voluntary basis so that they can take the membership with them if they move on. However, the campus will cover costs for related certifications.

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 a.m. to 6 p.m. The library is open until 7:30 p.m. 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 campus has no areas of non-compliance.

---

**From:** Maurice Wadlington <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A485F246B6E74618A42FFBBF0566D503-MWADLINGTON>  
**Sent:** 6/24/2014 4:04:29 PM -0400  
**To:** Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcfbf53b7514e-IHarazduk>; Visit Reports <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>  
**Subject:** Le Cordon Bleu-QAM:OS- Patisserie and Baking  
**Attachments:** 00024557, Edit 2, QAM-OS-Patisserie and Baking.doc

Hi,

Please see attached the mentioned above. This report is also missing the Coordinator's name. WTH...SMH..

Best regards,

Maurice Wadlington, M.Ed

Senior Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

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

[www.acics.org](http://www.acics.org) | 202.336.6779 - p | 202.842.2593 - f

| 202.421.5923 -c

CONFIDENTIALITY NOTICE:

This communication is only intended for the persons or entities to which it is addressed or copied and may contain information that is confidential and/or privileged in some way. Distribution or copying of this communication or the information contained herein is not expressly authorized. ACICS reserves the right to disclose this communication as required by law without the consent of the persons or entities to which this communication is addressed.



**QUALITY ASSURANCE MONITORING: OUT OF SCOPE REPORT  
ACADEMIC ASSOCIATE'S DEGREE IN LE CORDON BLEU PATISSERIE & BAKING**

**Le Cordon Bleu College of Culinary Arts - St. Louis**  
7898 Veterans Memorial Parkway,  
St. Peters, MO 63376  
ACICS ID Code: 00024557

Chef Vicki Davenport, Interim Campus Director (mdavenport@stlouis.chefs.edu)

[acicsinfo@stlouis.chefs.edu](mailto:acicsinfo@stlouis.chefs.edu)

**Main Campus**  
**Le Cordon Bleu College of Culinary Arts**  
Austin, TX 78758  
ACICS ID Code: 00021352

June 5, 2014

<b>Date Program Began:</b>	<b>April 7, 2014</b>
<b>Current Total Enrollment:</b>	<b>5</b>
<b>Current CAR Program Retention:</b>	<b>N/A</b>

<b>Mr. Antony Osborne</b>	<b>Patisserie/Baking Specialist</b>	<b>Dean of Culinary</b>	<b>Birmingham, AL</b>
<b>Name</b>	<b>Staff Representative</b>	<b>ACICS</b>	<b>Washington, DC</b>

**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 56 of the catalog.

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.

The career services department hosts a one hour session in each six-week course to assist students with skills for job preparation. These include job search training, interview skills, appropriate behaviors in an interview and having a successful externship experience. The office is open to all students Monday -Friday from 9 a.m. to 6 p.m. for additional assistance in job interview preparation and resume assistance. The office posts information on the online student portal that students can access upon their login.

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?

Chef Vicki Davenport is assigned to administer all academic programs. Ms. Davenport has a bachelor's degree in corporate and industrial communication and a master's degree in business administration from Lindenwood College in St. Charles, Missouri. She also holds a master's in education from American Intercontinental University. In addition, to her education the chef has several years' of experience working in the hospitality field as a pastry chef. She has worked at Le Cordon Bleu St. Louis as a purchasing coordinator, an instructor, and now serves as the school's director of education and as interim campus director.

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?

Chef Vicki Davenport is employed as the executive chef/director of education for the program. As previously stated, Chef Davenport holds a master's degree in education with a specialization in curriculum and instruction for educators from American Intercontinental University, as well as a master's degree in business administration and a bachelors degree in corporate and industrial communication from Lindenwood College. In addition to her education, the chef has several years' of experience working in the hospitality field as a pastry chef.

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

N.17 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

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.

Le Cordon Bleu - St Louis utilizes a variety of educational resources to enrich this program. This is accomplished by means of the program Curriculum Committee, which is comprised of the vice president of academics culinary; the vice president of culinary education, the director of culinary education, and executive chefs of seven other Le Cordon Bleu campuses.

The Curriculum Committee meets regularly to review program content and implements program and course content recommended by faculty and LCB's Advisory Board. Test material, quizzes, course syllabi, and lesson plans are assessed, formatted and examined in these meetings, and during department meetings. All new curriculum and program updates are addressed at Program Advisory Board meetings held twice per year.

The LCB's Program Advisory Board members are comprised of local restaurateurs, bakers, chefs, chamber of commerce representatives, national members from the food service and hospitality industries. The committee meets twice yearly to discuss industry trends, training needs, employment issues, evaluates curriculum, equipment, and instructional materials.

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.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

If Yes, how is this documented?

Faculty meetings are held at regular intervals. Faculty members are asked to sign-in and are kept as records of attendance.

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 requirements for the program in patisserie and baking arts can be found on page 34 of the 2014-2015 Le Cordon Bleu 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?  
\$3000 has been allotted for the new program.

N.108 What portion of the current year's library budget for the program has been spent and how has the money been allocated?

Approximately 83% of the library budget has been spent.

N.109 Describe how faculty have involvement in the selection of library resources.

Chef David Frattini serves as the on-site faculty library liaison. Faculty members give Chef Frattini their requests. Chef Frattini then shares this information with the campus director, Chef Davenport, and the Le Cordon Bleu corporate librarian.

#### 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?

The campus library is staffed by student workers who are trained by the Le Cordon Bleu regional librarian, Ms. Laura Rice. Ms. Rice holds a master's degree in information and library science from Dominican University in River Forest, Illinois. The library is open from 9 a.m. to 9 p.m. Monday through Thursday, 9 a.m. to 5p.m. on Fridays and Saturdays by request. The student workers have access to online librarians that are shared between the Le Cordon Bleu schools to assist students with help beyond accessing databases. In addition, Ms. Rice is available Monday through Friday 8 a.m. to 5 p.m. to assist with other student needs.

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

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:

The full-text online collections available to students include: Academic Search Premier; Food Science Source; Hospitality and Culinary Complete; InfoTrac; Credo; and EBSCOhost.

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 campus has no areas of non-compliance.

## 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*):

- The team suggests that the school looks into a more consistent format for all course homework assignments and how this data is captured.
- The team would like to make a strong recommendation that Le Cordon Bleu rectifies the current externship situation with Chef Cheyney Andrews, to allow him to complete his associates degree.
- All NEHA proctors should have some form of certification on file to validate that they are qualified to teach this class.
- The team suggests that a bio is kept on file for all advisory board members and guest speakers.

---

**From:** Maurice Wadlington <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A485F246B6E74618A42FFBBF0566D503-MWADLINGTON>  
**Sent:** 6/24/2014 3:40:11 PM -0400  
**To:** Visit Reports <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>  
**CC:** Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcfb53b7514e-IHarazduk>  
**Subject:** Le Cordon Bleu-QAM:OS-St. Peter, MO  
**Attachments:** 00024557, Edit 2, QAM-OS.doc

Please find attached the 2<sup>nd</sup> edit for the mentioned above. Please note that the Coordinator's name is not indicated on the cover page

Best regards,

Maurice Wadlington, M.Ed

Senior Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

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

[www.acics.org](http://www.acics.org) | 202.336.6779 - p | 202.842.2593 - f

| 202.421.5923 -c

CONFIDENTIALITY NOTICE:

This communication is only intended for the persons or entities to which it is addressed or copied and may contain information that is confidential and/or privileged in some way. Distribution or copying of this communication or the information contained herein is not expressly authorized. ACICS reserves the right to disclose this communication as required by law without the consent of the persons or entities to which this communication is addressed.



**QUALITY ASSURANCE MONITORING: OUT OF SCOPE REPORT**  
**ACADEMIC ASSOCIATE'S DEGREE IN LE CORDON BLEU CULINARY ARTS**

Le Cordon Bleu College of Culinary Arts - St. Louis  
 7898 Veterans Memorial Parkway,  
 St. Peters, MO 63376  
**ACICS ID Code: 00024557**

Chef Vicki Davenport, Interim Campus Director (mdavenport@stlouis.chefs.edu)

[acicsinfo@stlouis.chefs.edu](mailto:acicsinfo@stlouis.chefs.edu)

**Main Campus**  
**Le Cordon Bleu College of Culinary Arts**  
**Austin, TX 78758**  
**ACICS ID Code: 00021352**

June 5, 2014

<b>Date Program Began:</b>	<b>April 7, 2014</b>
<b>Current Total Enrollment:</b>	<b>14</b>
<b>Current CAR Program Retention:</b>	<b>N/A</b>

Mr. Antony Osborne	Culinary Arts Specialist	Dean of Culinary	Birmingham, AL
Name	Staff Representative	ACICS	Washington, DC

**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 56 of the catalog.

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.

The career services department hosts a one hour session in each six-week course to assist students with skills for job preparation. These include job search training, interview skills, appropriate behaviors in an interview, and having a successful externship experience. The office is open to all students Monday - Friday from 9 a.m. to 6 p.m. for additional assistance in job interview preparation and resume assistance. The office posts information on the online student portal that students can access upon their login.

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?

Chef Vicki Davenport is assigned to administer all academic programs. Ms. Davenport has a bachelor's degree in corporate and industrial communication and a master's degree in business administration from Lindenwood College in St. Charles, Missouri. She also holds a master's in education from American Intercontinental University. In addition to her education, the chef has several years' of experience working in the hospitality field as a pastry chef. She has worked at Le Cordon Bleu St. Louis as a purchasing coordinator, an instructor, and now serves as the school's director of education and as interim campus director.

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?

Chef Vicki Davenport is employed as the executive chef/director of education for the program. Chef Davenport holds a master's degree in education with a specialization in curriculum and instruction for educators from American Intercontinental University, as well as a master's degree in business administration and a bachelor's degree in corporate and industrial communication from Lindenwood College. In addition to her education, the chef has several years' of experience working in the hospitality field as a pastry chef.

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

N.17 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes  No

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.

Le Cordon Bleu - St Louis utilizes a variety of educational resources to enrich this program. This is accomplished by means of the program Curriculum Committee, which is comprised of the Vice President of Academics Culinary SBU; the Vice President of Culinary Education, the Director of Culinary Education, and Executive Chefs of seven other Le Cordon Bleu campuses.

The Curriculum Committee meets regularly to review program content and implements program and course content recommended by faculty and LCB's Advisory Board. Test material, quizzes, course syllabi, and lesson plans are assessed, formatted and examined in these meetings, and during Department Meetings. All new curriculum and program updates are addressed at Program Advisory Board meetings held twice per year.

The LCB's Program Advisory Board members are comprised of local restaurateurs, bakers, chefs, chamber of commerce representatives, national members from the food service, and hospitality industries. The committee meets twice yearly to discuss industry trends, training needs, employment issues and also evaluates curriculum, equipment, and instructional materials.

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.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

If Yes, how is this documented?

Faculty meetings are held at regular intervals. Faculty members that attend are asked to sign-in and are kept as records of attendance.

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 requirements for the program in culinary arts can be found on page 33 of the 2014-2015 Le Cordon Bleu 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?

\$3000 has been allotted for the new program.

N.108 What portion of the current year's library budget for the program has been spent and how has the money been allocated?

Approximately 83% of the library budget has been spent.

N.109 Describe how faculty have involvement in the selection of library resources.

Chef David Frattini serves as the on-site faculty library liaison. Faculty members give Chef Frattini their requests. Chef Frattini then shares this information with the campus director, Chef Davenport, and the Le Cordon Bleu corporate librarian.

**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?

The campus library is staffed by student workers who are trained by the Le Cordon Bleu regional librarian, Ms. Laura Rice. Ms. Rice holds a master's degree in information and library science from Dominican University in River Forest, Illinois. The library is open from 9 a.m. to 9 p.m. Monday through Thursday, 9 a.m. to 5p.m. on Fridays and Saturdays by request. The student workers have access to online librarians that are shared between the Le Cordon Bleu schools to assist students with help beyond accessing databases. In addition, Ms. Rice is available Monday through Friday 8 a.m. to 5 p.m. to assist with other student needs.

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

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:

The full-text online collections available to students include: Academic Search Primerie; Food Science Source; Hospitality and Culinary Complete; InfoTrac; Credo; and EBSCOhost.

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 campus has no areas of non-compliance.

## 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*):

- The team suggests that the school looks into a more consistent format for all course homework assignments and how this data is captured.
- The team would like to make a strong recommendation that Le Cordon Bleu rectifies the current externship situation with Chef Cheyney Andrews, to allow him to complete his associates degree.
- All NEHA proctors should have some form of certification on file to validate that they are qualified to teach this class.
- The team suggests that a bio is kept on file for all advisory board members and guest speakers.

---

**From:** Maurice Wadlington <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/RECIPIENTS/A485F246B6E74618A42FFBBF0566D503-MWADLINGTON>  
**Sent:** 6/24/2014 3:10:24 PM -0400  
**To:** Visit Reports <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/2e42b0538ac544a38cd8dc1efe1a14f7-visitreports>; Ian Harazduk <ExchangeLabs/Exchange Administrative Group (FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcfb53b7514e-IHarazduk>  
**Subject:** Le Cordon BleU-QAM:RV-2nd Edit  
**Attachments:** 00023522, edit 2-QAM-RV.doc

Please see attached the mentioned above report.

Best regards,

Maurice Wadlington, M.Ed

Senior Accreditation Coordinator

Accrediting Council for Independent Colleges and Schools

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

[www.acics.org](http://www.acics.org) | 202.336.6779 - p | 202.842.2593 - f

| 202.421.5923 -c

CONFIDENTIALITY NOTICE:

This communication is only intended for the persons or entities to which it is addressed or copied and may contain information that is confidential and/or privileged in some way. Distribution or copying of this communication or the information contained herein is not expressly authorized. ACICS reserves the right to disclose this communication as required by law without the consent of the persons or entities to which this communication is addressed.



**QUALITY ASSURANCE MONITORING: READINESS REPORT**  
**ACADEMIC ASSOCIATE'S DEGREE IN LE CORDON BLEU CULINARY ARTS**

**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 Campus**

**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    Culinary Arts Specialist    International Culinary School    Indianapolis, IN  
at the Art Institute at the Art Institute**

**Ms. Chinita Obi    Staff    ACICS    Washington, DC**

**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 programs. 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. As previously stated, 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?

After interviews with president and director of education, the team found that the campus is looking at hiring two more instructors to teach new courses in the culinary program. They are requiring them to hold 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 currently have a bachelor's degrees, but are qualified based on demonstrated current professional experience, industry certifications, and academic experience, to attain higher credentials and to be currently enrolled in a bachelor's degree program. The campus is also ensuring to receive transcripts from faculty prior to making offers to ensure the applicable degrees are conferred. Faculty members join the ACF on a voluntary basis so that they can take the membership with them if they move on. However, the campus will cover costs for related certifications.

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. Le Cordon Bleu 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 a.m. to 6 p.m. The library is open until 7:30 p.m. 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**

There are no areas of non-compliance.